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ABSTRACT

Presented is a curriculum guide to develop daily living and physical education skills of elementary grade educable mentally retarded students. Each section includes learning objectives, suggested class activities coded to the objectives, and review activities. Sections focus on the following skills: safety habits in the home; safety habits to and from school; safety habits at school; developing desirable personal health practices; applying basic principles of nutrition in daily living; developing basic practices for the prevention and control of disease; understanding physical, mental, emotional and social changes that are a part of growth and development; developing an awareness of health as it affects the home, the school, and the community; developing creative body movements through mimetics; gaining an understanding of the body's parts and surfaces; developing the ability to move from place to place in a variety of ways; developing body control, expressiveness, and creativity through rhythmic activities; developing proficiency and skills in game activities; and developing physical fitness. (DB)

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DAILY LIVING AND PHYSICAL EDUCATION SKILLS FOR EMR PUPILS

TEACHER RESOURCE MATERIAL

AN INSTRUCTIONAL BULLETIN FOR

ELEMENTARY SCHOOLS

EC090508

LOS ANGELES CITY SCHOOLS

SPECIAL INSTRUCTIONAL PROGRAMS BRANCH 1973

FOREWORD

Daily Living and Physical Education Skills for EMR Pupils is the second in a series of three publications designed to provide for a sequential development of skills for educable mentally retarded pupils in the elementary school. The content represents the results of a coordinated effort to fulfill a need for practical activities that has long been expressed by teachers of EMR pupils.

This instructional bulletin contains descriptions of suggested activities basic to an effective implementation of the Course of Study. Each section of *Daily Living and Physical Education Skills for EMR Pupils* contains learning objectives that are related by code numbers to each suggested activity. As the classroom program is developed, the teacher may select activities that will help to achieve or reinforce a given objective.

To assure that this publication will be available to teachers at the earliest possible date, the content has been reproduced in unedited form. Suggestions and recommendations for the next edition should be addressed to Mrs. Venetta B. Whitaker, Curriculum Supervisor, EMR Programs, Special Instructional Programs Branch.

ACKNOWLEDGMENTS

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CONTENTS

FOREWORD iii

ACKNOWLEDGMENTS iv

PURPOSE OF THE EMR PROGRAM viii

DAILY LIVING SKILLS 1

POINT OF VIEW-SAFETY 3

SECTION I: UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME 5
- Dangers Within the Home 7
- Dangers Around the Home 17
- Safety Practices in the Home 24

SECTION II: UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL 41
- School Pedestrian Safety Rules 43
- School Bus Safety Rules 62
- Safety on a Bicycle 66
- Safety Helpers 81

SECTION III: UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL 87
- Safety Practices in the Classroom 89
- Safety Practices on the Playground 95
- Safety Practices in Other Parts of the School 100

POINT OF VIEW-HEALTH 105

SECTION IV: DEVELOPING DESIRABLE PERSONAL HEALTH PRACTICES 107
- Personal Cleanliness 109
- Good Grooming 118
- Dental Care 123
- Care of Ears, Eyes, and Nose 129

SECTION V: APPLYING BASIC PRINCIPLES OF NUTRITION IN DAILY LIVING 135
Food Needs of the Body 137
Balanced Meals 144
Good Habits in Eating and Drinking 152
Table Manners 154

SECTION VI: DEVELOPING BASIC PRACTICES FOR THE PREVENTION AND CONTROL OF DISEASE 157
Cleanliness and Eating Habits 159
Causes and Control of Illness 162
School Health Services 173

SECTION VII: UNDERSTANDING PHYSICAL, MENTAL, EMOTIONAL AND SOCIAL CHANGES THAT ARE A PART OF GROWTH AND DEVELOPMENT 177
Signs of Growth 179
Factors Essential to Proper Growth 184
Factors Essential for a Healthy Personality 192

SECTION VIII: DEVELOPING AN AWARENESS OF HEALTH AS IT AFFECTS THE HOME, THE SCHOOL, AND THE COMMUNITY 213
The Home 215
The School 218
The Community 221
Community Health Services 224
Medicines, Drugs, Alcohol, Tobacco 226

PHYSICAL EDUCATION SKILLS 235

POINT OF VIEW-PHYSICAL EDUCATION 237

SECTION I: DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS 239
Interpreting Subjects 241
Interpreting Activities 243
Interpreting Stories 245

SECTION II: GAINING AN UNDERSTANDING OF THE BODY'S PARTS AND SURFACES 247
Discovering and Observing Self 249
Balance (Static and Dynamic) 253

SECTION III: DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS 259
Locomotor Skills 261
Objects and Equipment 266
Axial Skills 271
Jump Ropes 274
Apparatus Skills 277
Stunt Skills 284

SECTION IV: DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES . . . 289
Creative Movement 291
Basic Steps and Dances 294

SECTION V: DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES 303
Standards 305
Games 307

SECTION VI: DEVELOPING PHYSICAL FITNESS 331
Strength and Power 333
Agility, Coordination, Speed, and Balance 337
Endurance 341
Conditioning Exercises 344

PURPOSE OF THE EMR PROGRAM

In the elementary school, the purpose of the instructional program for educable mentally retarded pupils is to assist them in becoming well adjusted, contributing, and self-supporting members of their community by meeting realistically their educational and training needs. The program is designed to help pupils to:

Understand and adjust to the physical environment.

Become responsible family members.

Learn to maintain desirable mental and physical health habits.

Accept personal and civic responsibility.

Learn the basic communication, computation, and consumer skills.

Develop the ability to hold a job.

Appreciate beauty and learn desirable leisure-time activities.

DAILY LIVING SKILLS

POINT OF VIEW

SAFETY

Helping pupils to acquire knowledge requisite to, and to develop habits of, safe living are important responsibilities of every teacher. This is true in the case of all pupils, but greater responsibility must be assumed by the teacher of mentally retarded pupils who are slower in rendering judgments and in making decisions for self protection.

Mentally retarded pupils need help to recognize and avoid hazards. They need to be concerned for the safety of others and of themselves.

Safety education must deal with the hazards to be met in everyday life. However, teaching should assume a positive approach. If the mentally retarded pupil is to live safely, a carefully planned program of instruction must be provided. Habits of safety can be developed through discussion, observation, dramatization, and demonstrations of safety practices. These habits should become so much a part of the child's everyday life that in an emergency his response will be automatic.

The school should anticipate the safety practices that the mentally retarded pupil needs in order to provide for his welfare and that of others. The school should recognize the problems mentally retarded pupils have in learning good safety habits. Therefore, school experiences should be planned so that habits, attitudes, skills, and understandings necessary for safe living can be developed and maintained.

The development of desirable safety practices, habits, and attitudes is an integral part of the pupil's earliest training and continues as he learns to live safely within a new and expanding environment.

The objectives of the safety program should include the following:

To understand and appreciate the importance of personal safety

To develop an attitude of concern for personal safety and for the personal protection of others

To develop self-control and habits of work, play, and travel which contributes to the safety and protection of persons and property

To develop an attitude of alertness in the recognition of safety hazards and a willingness to correct or remove them

To develop knowledge of, and respect for, traffic regulations and the laws made for the protection of persons and property

Specific lessons are needed to help develop understandings that will have lasting value. Teachers should select those activities which will arouse a high degree of interest, be suited to the maturity and functional level of the class, and the program should be well balanced.

Safety in the home: Most accidents occur in the home. The teacher's responsibility is to help develop those habits of orderliness and the safe care of person and property which will contribute to the prevention of accidents in the home.

Safety To and From School: Pupils should constantly be alert in travel and should realize that pedestrians have as great a responsibility as motorists. Pupils should recognize, learn the meaning of, and obey all traffic signs. Respect should be shown for those in authority.

Safety at School: Many accidents in school are similar in type and cause to those in the home. However, additional specific causes may be listed owing to the change in environment and the large number of pupils who work and play together.

The fact that a subject has been discussed at an earlier level or time does not mean that the retarded pupil has mastered a new skill or a new habit. A great deal of meaningful repetition is part of a good safety education program.

SECTION I:

UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

DANGERS WITHIN THE HOME

DANGERS AROUND THE HOME

SAFETY PRACTICES IN THE HOME

DANGERS WITHIN THE HOME

Learning Objectives

1. Recognize dangers within the various rooms.
2. Recognize dangers of stairs and steps.
3. Recognize other dangers in the home.

Suggested Learning Activities

1. Teach safety poems to the pupils. (1)(2)(3)

A Safe House
(To the tune of "Reuben and Rachel")

Girls: Reuben, Reuben, I've been thinking
what a safe house this would be
if you'd fix that smoky furnace
so it wouldn't smother me.
Boys: Rachel, Rachel, I've been thinking
what a safe house this would be
if you'd take those seatter rugs up
so they wouldn't scatter me.

Girls: Reuben, Reuben, I've been thinking
what a safe yard this would be
if you'd burn up all that rubbish
so it wouldn't burn up me.
Boys: Rachel, Rachel, I've been thinking
what a blessing it would be
if you'd stick your pins and needles
where they never could stick me.

Aileen Fisher

Safety First

(To the tune of "For He's a Jolly Good Fellow")

Oh, safety's better than sorrow
Today, tonight, and tomorrow,
For trouble's no good to borrow
At school, at work or at play.

So stop, take notice, and listen,
And help your future to glisten,
There's no better rule than this'n—
Put safety first every day.

Ailen Fisher

Little Brother

(To the tune of "Mary Had a Little Lamb")

Mary had a brother small,
She watched him every day,
She put the scissors, pins, and all
Most carefully away.

She hid the matches on the shelf,
The pencils in their box,
And watched her brother please himself
With good old building blocks.

She never let him climb around
On wobbly rocking chairs,
Or chew on everything he found,
Or clutter up the stairs.

She taught him not to chase his ball
With hasty reckless jumps,
And so she saved her brother small
A lot of bangs and bumps!

Aileen Fisher

Wet Hands

(To the tune of "Jolly Old St. Nicholas")

Any time your hands are wet,
Any where or which,
Don't turn on electric lights,
Don't go near a switch.
Don't turn on the radio
When your hands are wet,
Or you may be very shocked
By the shock you'll get.

Aileen Fisher

When Father Comes Home

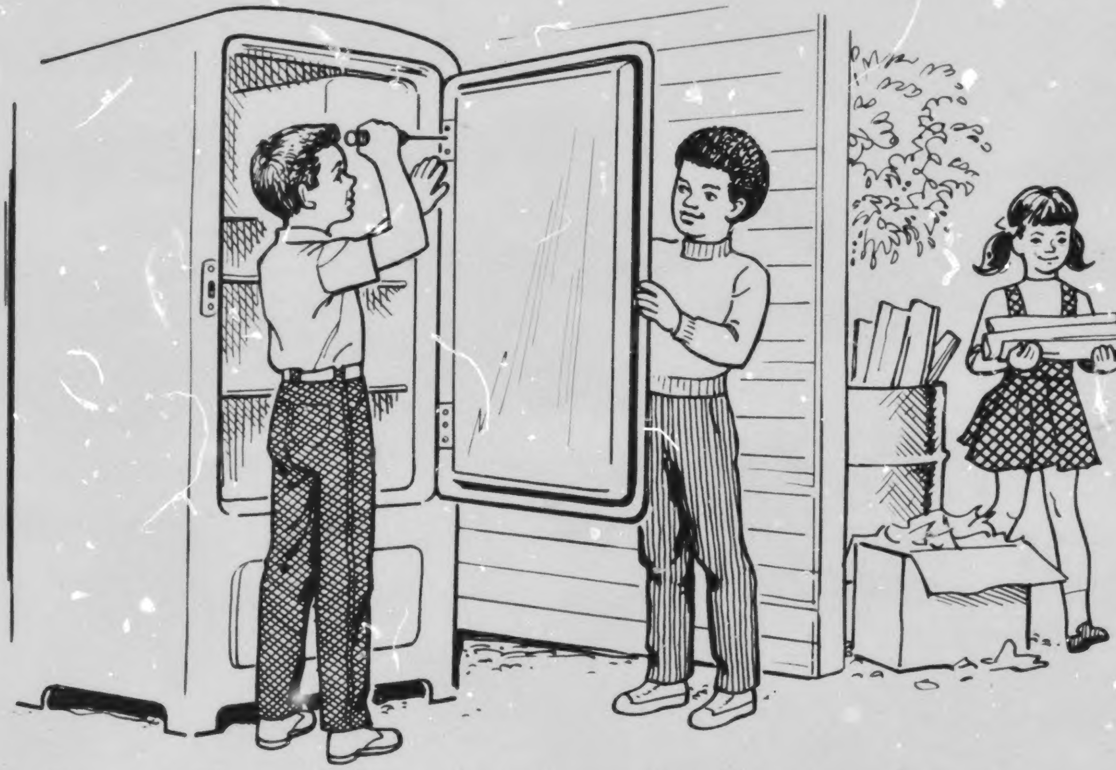
(To the tune of "Home on the Range")

Oh, give me a home
With an elf or a gnome
Or a fairy to put things away,
So playthings and toys
Of my girls and my boys
Won't be scattered on carpets all day!

Home, home, how I wish
When I walk up the steps through the doo
I never need slip on some marbles or tr
On the playthings around on the floor.

Aileen Fisher

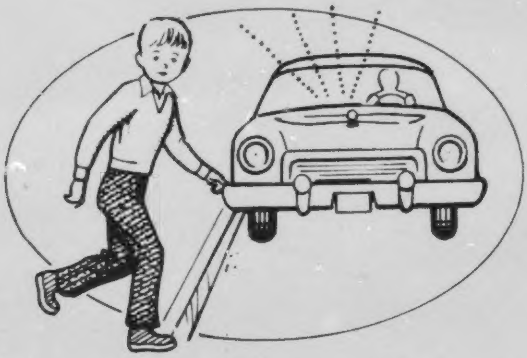
2. Ask the children to "Be a Hazard Hunter" and look for danger areas in the home and around the home. Talk about the picture. Children may wish to color the picture. (1)(2)(3)

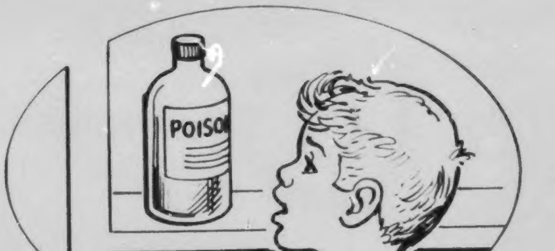


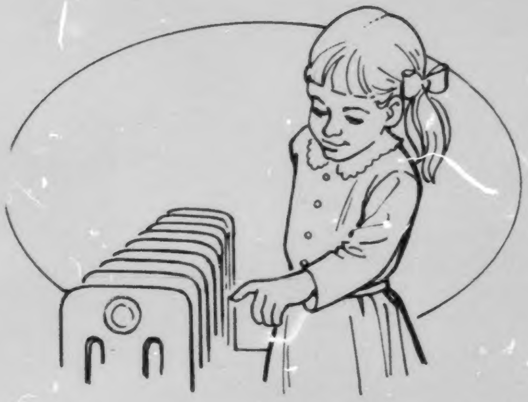
3. Discuss with the children how their senses will help them recognize dangers. (1)(2)(3)

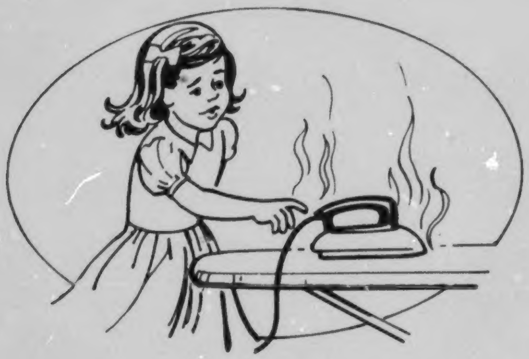
a. Hearing
b. Seeing
c. Smelling
d. Tasting
e. Touching

4. Through the use of pictures, have the children point out how their senses helped them. (1)(2)(3)









5. Have the children discuss the dangers of playing with plastic bags. (1)(3)
    a. Talk about the correct use of plastic bags.
    b. Talk about the disposal of plastic bags.

6. Discuss with the children the major causes of accidents in the home. (1)(2)(3)
    a. Falls
    b. Burns
    c. Poisons
    d. Electric shock

7. Have the pupils make posters and labels with safety slogans warning about dangers of slippery surfaces, worn out cords, and dark and cluttered stairs. (1)(2)(3)

8. Discuss with the class the safe storage of inflammables. (1)(3)

9. Talk about the reasons why food, refuse, and water should be kept off the floors. (1)(2)(3)
    a. Discuss family responsibilities in keeping the house clean and neat.
    b. Talk about the proper disposal of rubbish.
    c. Conduct a Home-Cleanup Day campaign.

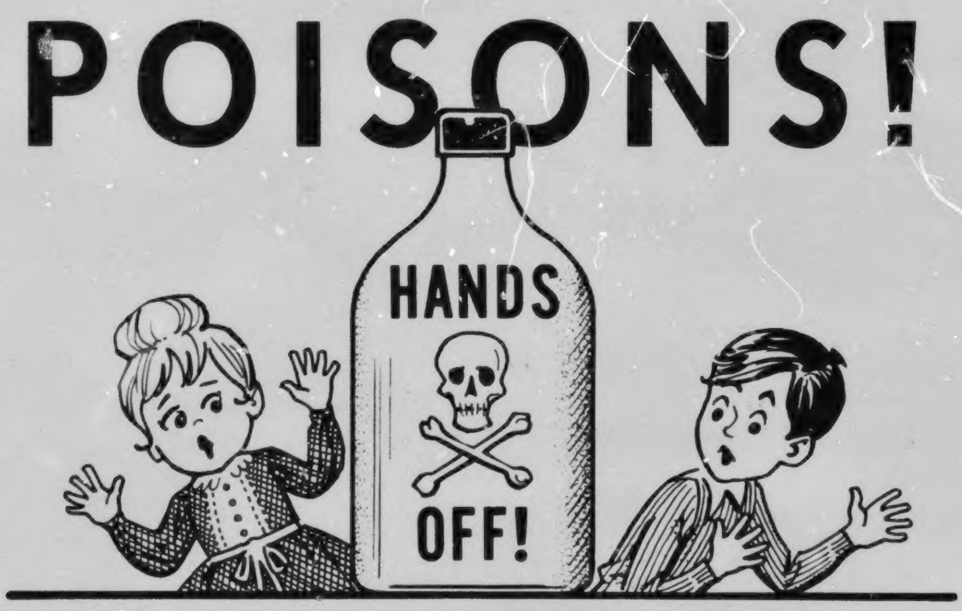
10. Ask the pupils to plan a bulletin board display illustrating the causes of accidents in the home. (1)(2)(3)

11. Have the pupils dramatize a home accident. (1)(2)(3)

12. Allow pupils to tell about some accidents that have happened in the home. Discuss the causes and how they could have been prevented. (1)(2)(3)

13. Talk about some of the things the pupils should be careful about touching or tasting. (1)(2)(3)

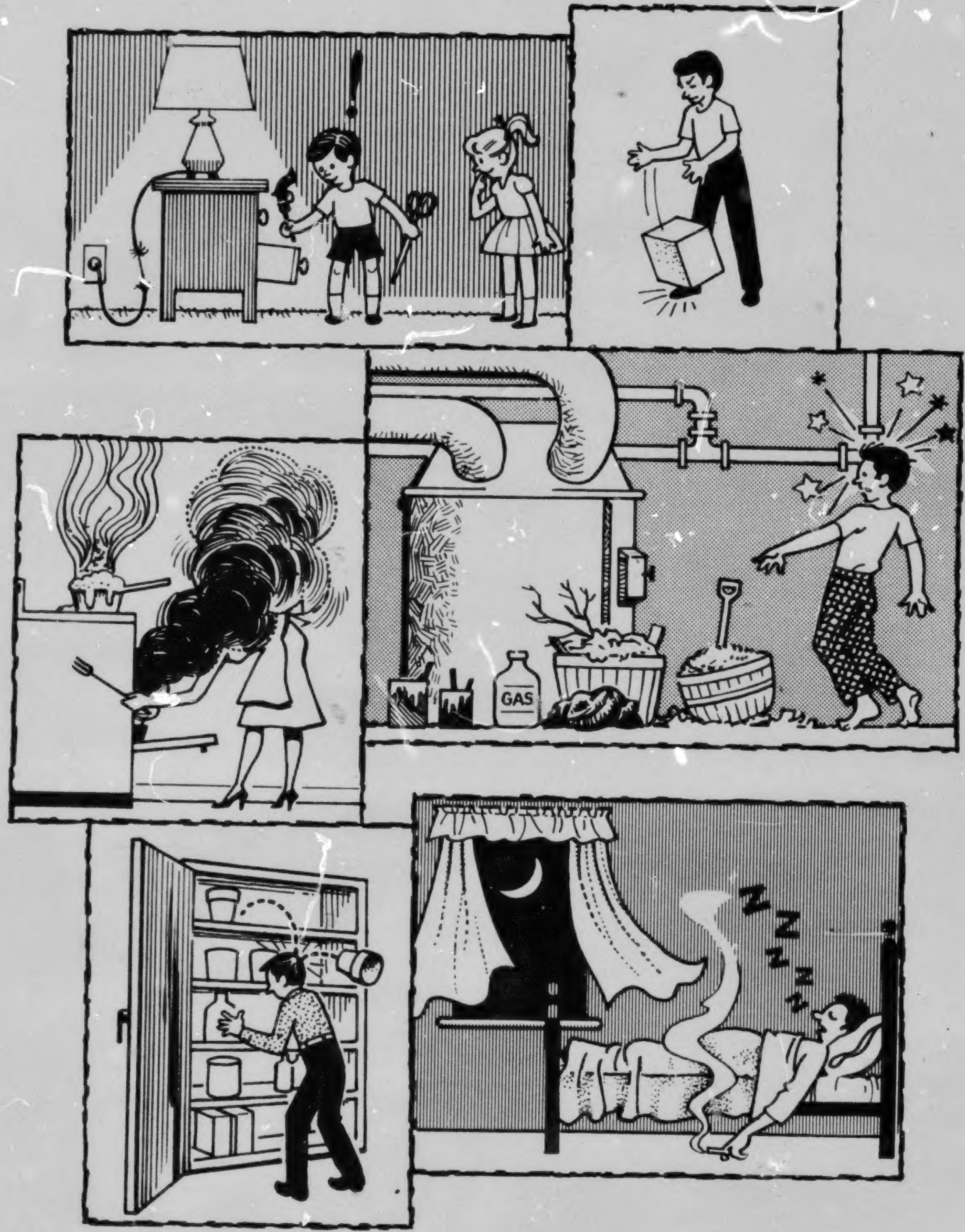
14. Have pupils learn to recognize the words and symbols which indicate the presence of poison. (1)(3)


POISONS!
HANDS
OFF!

15. Discuss with the pupils precautions in the use and storage of: (1)(3)

a. Iodine
b. Lysol
c. Drano
d. Bleach
e. Insecticides
f. Detergents

16. Permit the pupils to discuss safety pictures and point out the things (1)(2)(3) that are wrong in the pictures.



17. Allow the children to participate in a skit involving the [illegible] of the Christmas tree. Talk about hazards of accidents during the holiday season. Talk about the [illegible] disposal of tree, and electric lights. Discuss hazards of [illegible] vactions and Fourth of July celebration.

18. Talk about safety measures to be observed in the home, [illegible] as safe ventilation, space heaters, and [illegible].

19. Ask pupils to illustrate hazards within the home. [illegible]

20. Permit the pupils to plan a classroom display of dangerous [illegible] home.

21. Have the pupils paint the containers for medicines. [illegible]

22. Ask the pupils to collect pictures of safe toys. [illegible] posters using pictures of safe toys.

23. Give the children opportunities to bring in newspaper clippings [illegible] cerning home accidents.

24. Discuss a story of [illegible] in which someone [illegible] a home accident.

25. Have pupils practice:

    a. Walk up and down steps properly.
    b. Safe way of opening and closing a door. Discuss some of the accidents which may result from doors being opened and closed carelessly.
    c. Safe way of using a [illegible].
    d. Safe way to wipe up liquids and sweep up broken glass.
    e. Safe way to use the can opener and kitchen tools.

26. Talk about the importance of taking medicines only under adult supervision.

27. Discuss with pupils the need to seek adult help in lighting [illegible] or using a sharp knife.

28. Talk about precautions needed when using electrical appliances.

29. Ask the pupils to conduct a safety inspection at home. Pupils may use the Safe-Home Checklist as a guide.

Safe-Home Checklist

1. Are handrails provided for any stairway?
2. Are entrances to the house adequately lighted?
3. Are stairs well lighted?
4. Is the stair covering firmly tacked down?
5. Are the top and bottom of the staircase free of small rugs?
6. Are floors thinly waxed and thoroughly polished to prevent slipping?
7. If small children live in the house, are bar gates installed at the top and bottom of the stairs?
8. Is furniture so placed that it does not hinder free movement around the room?
9. Do doors swing into rooms?
10. Is there a tight-fitting screen before the open fireplace?
11. Are all cords run along the wall, not under rugs or furniture?
12. Are light cords short and firmly connected to the wall?
13. Do the wall sockets have guards?
14. Are the outlets overloaded?
15. Are all electrical appliances disconnected when not in use?
16. Are all electrical fixtures in the bathroom located beyond arm's reach from the sink, tub or shower?
17. Are bunk beds equipped to prevent children from falling out?
18. Are all kitchen shelves within easy reach?
19. Are all knives and other sharp tools kept in a special drawer?
20. Are all stove-burner controls out of the reach of children?
21. Is there a fire extinguisher in the kitchen?

22. Are safety matches used?

23. Is there adequate storage space for tools, toys, bicycles, and the like?

24. Is a nonskid rubber bath mat used in the tub or shower?

25. Are all poisons kept in a special cabinet, properly marked, and out of reach of children?

26. Is a first-aid kit available?

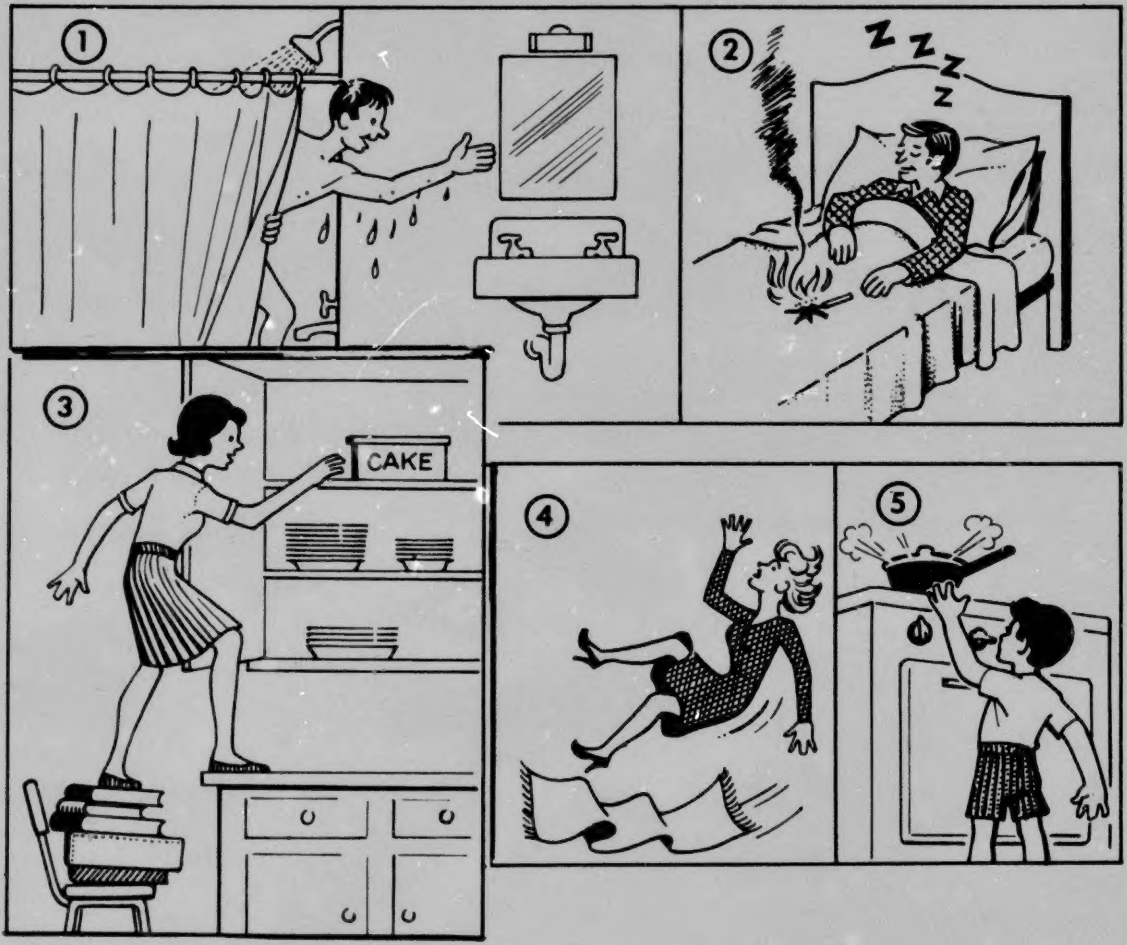
27. Are flammable materials kept in a closed metal container?

REVIEW

What Have You Learned?

1. Discuss the major causes of accidents in the home.

2. Give one way the accident could have been prevented.



3. Indicate orally how each situation can be improved.

   a. There are four steps going into the kitchen.
   b. There is a small rug at the top of the stairs.
   c. The electric cords run under the rugs.
   d. We have five electric cords into one outlet.
   e. Jimmy fell out of his bunk bed.
   f. Mother stands on the chair to reach for her dishes.
   g. Janet slipped in the shower.
   h. Billy cut himself.

DANGERS AROUND THE HOME

Learning Objectives

1. Recognize dangers of flying kites.
2. Report presence of hazards to parents.
3. Understand the dangers when building and making repairs.

Suggested Learning Activities

1. Have the pupils talk about the fun of flying kites. (1)
    a. Why do we fly kites?
    b. What keeps the kite in the air?
    c. What do we have to be careful about when flying kites?
    d. Are playgrounds, empty lots, or fields safe places to fly kites?
    e. What should we do when the kite becomes entangled in a tree or power lines?
    f. Let the children make a kite.
    g. Go outside and fly the kite.

2. Give the children the opportunity to play detective and find the hazards commonly found around the home. (2)(3)
    a. Broken porches
    b. Cluttered yards
    c. Cluttered garages
    d. Broken pavement
    e. Gravel or oil slick
3. Have the boys and girls make a reading chart of safety rules in the use of backyard swings, slides, and swimming pools. (2)
4. Have pupils collect pictures of yards, driveways, and sidewalks and point out safe and unsafe practices in the pictures. (2)(3)
5. Permit the class to plan a bulletin board display illustrating the dangers around the home. (2)(3)

6. Talk about the reasons Dad keeps cupboards in the garage locked. (2)
Example:

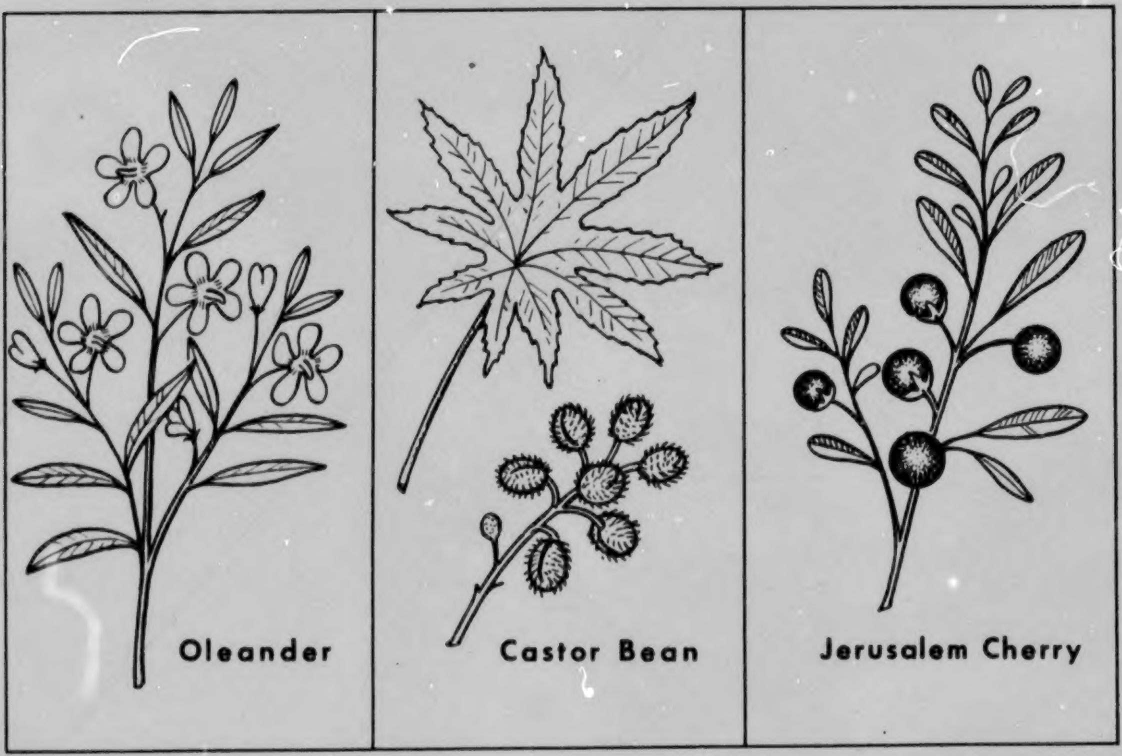
   a. Storage for paint, paint thinner, paint removers, weed killers, gasoline, kerosene, motor oil, and turpentine.
   b. Storage for gardent supplies, such as snail bait, slug killers, ant pastes, and insecticides.

7. Talk about the proper care of and use of tools.

   a. Ladder
   b. Gardening tools
   c. Tools to make home repairs

8. Discuss with the class dangerous plants, such as castor beans, (2)
Jersualem cherry, and oleander.

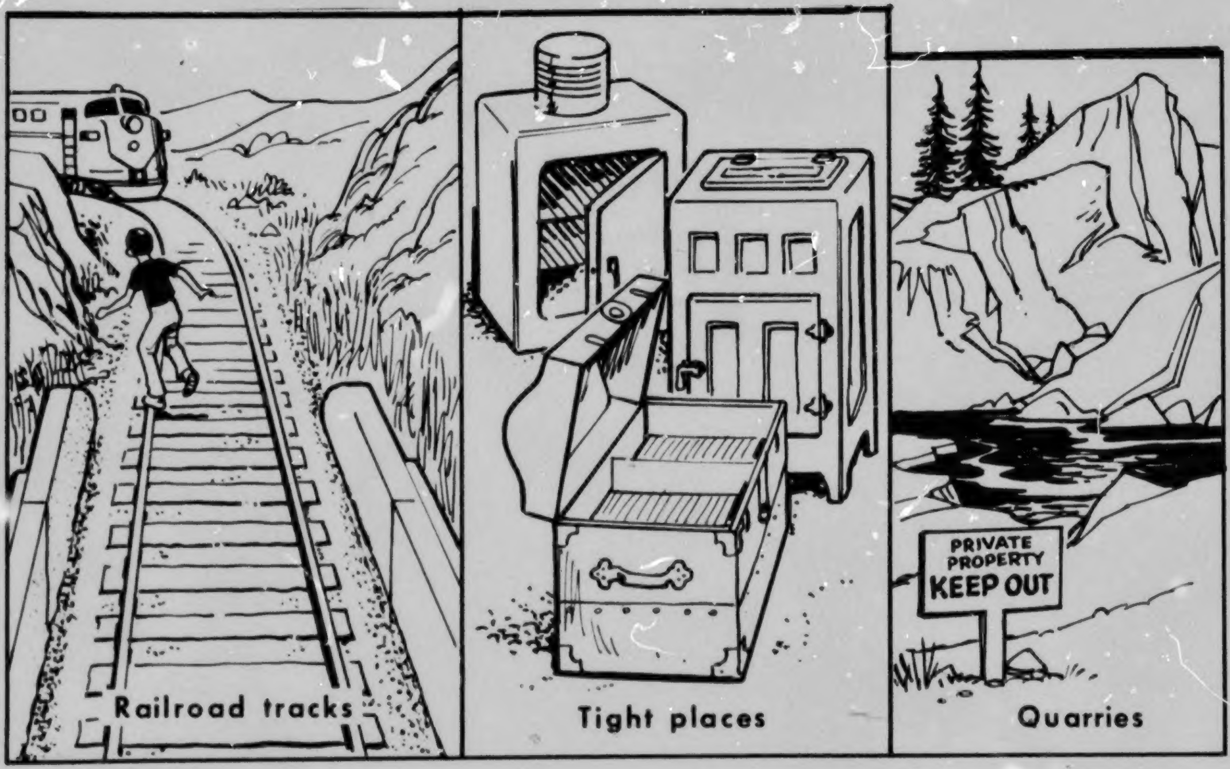
   a. Show pictures of the plants to the class.
   b. Let the pupils illustrate the plants and color the pictures.

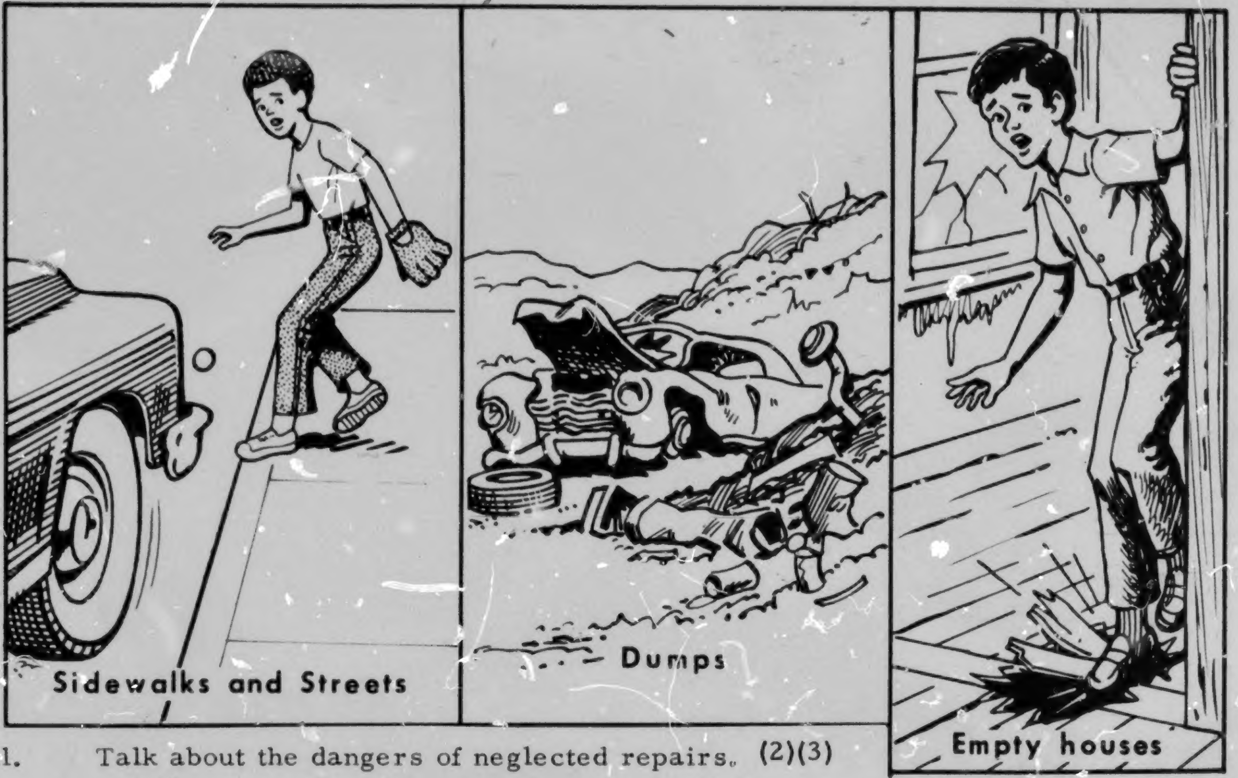


9. Allow the children to talk about their after school activities. (2)

   a. Talk about safe areas in which to play, such as playgrounds and parks.
   b. Talk about the safe way to play.
   c. Discuss the proper use of the sidewalk and street.
   d. Discuss the rights of others in the use of facilities and equipment.
   e. Talk about swimming areas, such as the swimming pool and the lake and ocean.
   f. Discuss water safety.

10. Have pupils discuss and illustrate places in which play is never safe. (2)(3)


Railroad tracks
Tight places
PRIVATE PROPERTY KEEP OUT
Quarries



11. Talk about the dangers of neglected repairs. (2)(3)

12. Discuss with the class the following problems. (2)(3)

   a. You have just moved into a new neighborhood and decide to explore a shed in a nearby lot. Inside the shed you find an unused icebox with the door still attached. What should you do?

   b. You are conducting a hazard hunt around the house. You go to your medicine cabinet and discover old, partially filled medicine bottles. What should you do?

   c. A friend shows you his new toy gun. You remember that your father has an old army pistol in his closet. You feel that the pistol would really impress your friend. What should you do?

   d. You have rushed home for dinner after roller skating one afternoon. In your hurry to wash before dinner, you throw your skates on the living room floor. What should you have done?

   e. Near the playground on your block there is a pile of old boards. Rusty nails protrude from some of them. What should you do?

13. Allow the children to look at the following pictures. Ask them to select the safe things with which to play. (1)(3)

a. Find the safe things with which to play.
b. What are they?
c. Find the things that are not safe with which to play.
d. What are they?
e. Why are they not safe to play with?

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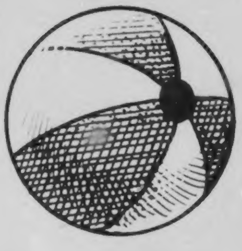

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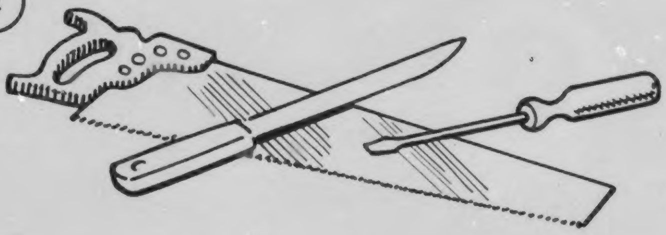

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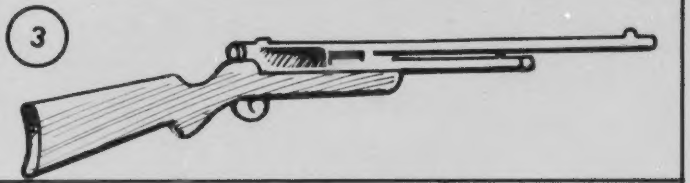

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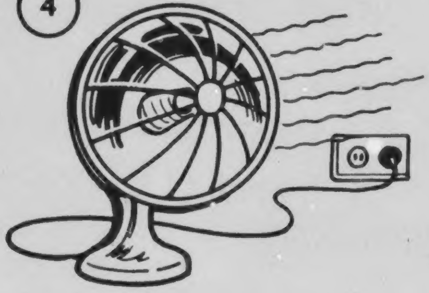

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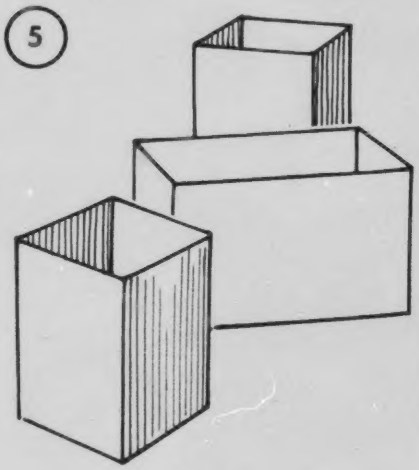

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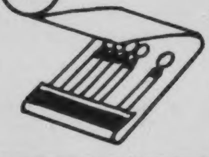

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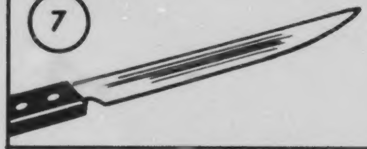

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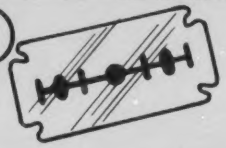

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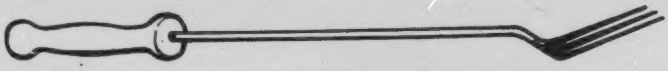

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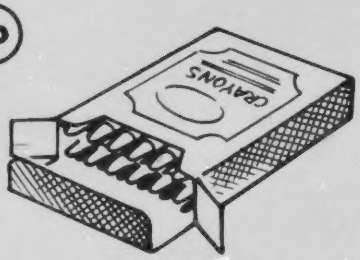

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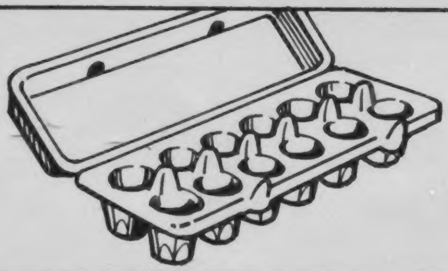


14. Ask the pupils to complete the following questions by answering "yes" or "no". (1)(2)(3)

a. The pupils may have the questions read to them by the teacher.
b. The pupils may have the questions read to them by their parents.
c. Discuss the results of the inspection.

Home Inspection

		YES	NO
1.	Are all floors and stairs slip-resistant?...............	____	____
2.	Are all the floors free of raised edges on tiles, rugs, linoleum?..	____	____
3.	Are all the floors free of toys, tools and other articles which someone might trip over?.....................	____	____
4.	Are handrails on all stairs? Are stairs and hallways well-lighted?..................................	____	____
5.	Are there non-slip mats and hand grippers in tub and shower?..	____	____
6.	Are extension cords in good repair? Free of overloading? Do cords run along walls, not under rugs?.............	____	____
7.	Are the table tops, counters, and kitchen cabinets free of poisons, medicines, matches, lighters, sharp and easily swallowed objects, expecially where there are small children in the home?...........................	____	____
8.	Are poisons, such as cleaning fluids, bleach, and insecticides stored in high cabinets and separated from food?..	____	____
9.	Do you have a house rule - No Smoking in Bed?	____	____
10.	Are flammable liquids and paints stored in tightly covered, labeled containers?..........................	____	____
11.	Do you use only approved vented heaters for heating the home?..	____	____
12.	Are grounds free of debris, holes, bumps, sharp and tripping objects?...................................	____	____

REVIEW

What Have You Learned?

1. Discuss the precautions needed when flying kites.

2. Indicate how each situation can be improved.

    a. There are cracks in the patio.
    b. The paint thinner is on a shelf in the garage.
    c. Dad left the ladder against the back of the house.
    d. Margaret helped Mother rake the yard and left the rake near the roses.
    e. They boys and girls were playing on the sidewalk in front of Mario's house.
    f. We are going to take a walk along the railroad tracks.
    g. Billy wanted to play with the unused icebox.

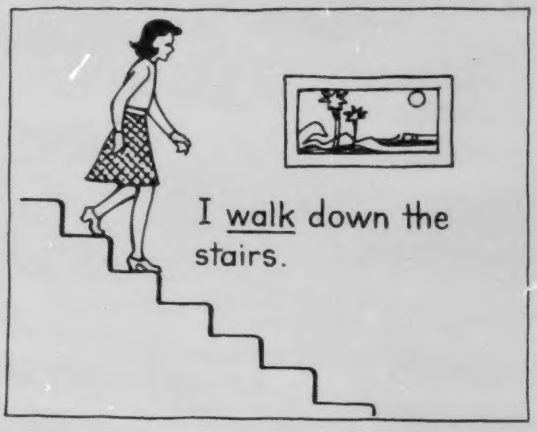
SAFETY PRACTICES IN THE HOME

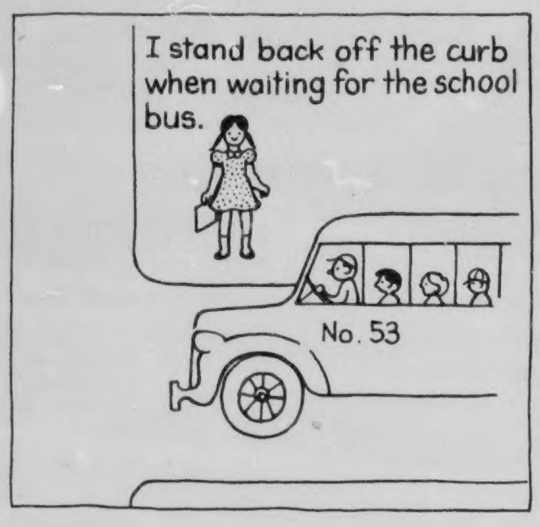
Learning Objectives

1. Store and care for toys.
2. Care for pets.
3. Realize the danger of opening door to strangers in absence of parents.
4. Understand the need for adequate lighting.
5. Know emergency procedures.
6. Know the techniques for prevention of fires.
7. Know the proper procedures to be followed in case of fire.
8. Be familiar with the work of the fire department.
9. Be familiar with some first aid procedures.

Suggested Learning Activities

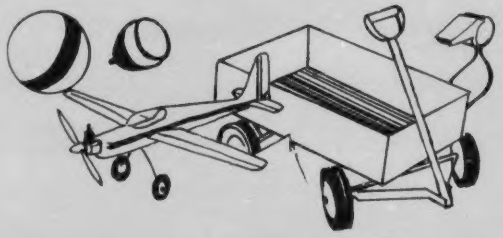
1. Have the pupils make a list of things that they do in one day to keep themselves safe. A picture book may also be kept. (1)(2)(3)(4)(5)(6)(7)(9)


I walk down the stairs.


I stand back off the curb when waiting for the school bus.
No. 53

2. Have the class develop a chart on the proper ways to store and take care of toys. (1)

   a. Talk about safe toys.
   b. Discuss toy boxes.
   c. Talk about placing of toys in closets and away from areas where people may walk.
   d. Discuss the dangers of a chemistry set.



3. Have the pupils talk about a picture pointing out ways to take better care of their toys. (1)

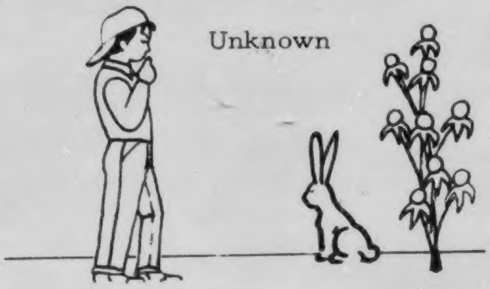
4. Discuss with the boys and girls the proper way to care for pets. (2)

5. Teach the pupils poems about pets. Examples: (2)

Pets

I have a pet. Do you?
Is it a ball of white fur
called a kitten?
Is it a cuddly hamster small
as your mitten?
Is it a snow rabbit with nose
all a-wiggle?
Or a jumpy monkey that makes
you giggle?
It might be a parrot
or a gay parakeet
Or a spotted small pony with
four prancing feet.
I have a pet. It is a puppy.
What is yours—a wee fishy-guppy?

Unknown



Fishes

Five little fishes swimming in a pool.
This one says:
"The pool is cool."
This one says:
"The pool is deep."
This one says:
"I'd like to sleep.
This one says:
"I'll float and dip."
This one says:
"I see a ship!"
Fisherman's boat comes,
Line goes SPLASH!
Away our five little fishes dash.

Frances Jacobs

Kittens

1st Child A kitten with a black nose
Will sleep all the day;
2nd Child A kitten with a white nose
Is always glad to play;
3rd Child A kitten with a yellow nose
Will come when you call;
All But a kitten with a gray nose
We like best of all.

Anonymous

Kitty-Cat

Kitty-cat furry,
Kitty-cat purry,
Stretching in the sun;

Kitty-cat furry,
Kitty-cat purry,
Resting in the sun;

Kitty-cat-furry,
Kitty-cat purry,
Sleeping in the sun.

Marion H. Walker

Gold Fish

Gold fish, gold fish,
Swimming 'round,
You flip your tail
And you go down;
You flutter fins,
And dart about,
Gold fish, gold fish,
Don't jump out!

Grace Finche

White Pony

My little white pony
Goes gallop today,
My little white pony
Goes gallop away.
Gallop and gallop and gallop today.
Gallop and gallop and gallop away.

Marion H. Walker

Little Mousie Brown

He climbed up the candlestick,
The little mousie brown
To steal and eat the tallow
And he couldn't get down.
He called for his grandma,
But his grandma was in town,
So he doubled up into a wheel
And rolled himself down.

Chinese Nursery Rhyme

How A Puppy Grows

We think it's very funny
The way a puppy grows—
A little on his wiggle-tail
A little on his nose,
A little on his tummy
And a little on his ears;
We guess he'll be a dog all right
In half a dozen years.

Leroy F. Jackson

Chipmunk

He saw the hawk,
and suddenly
He was a stone:
he was not there.
Shadow blew over his coat,
but he
Was caution itself laid bare.

Only his whiskers trembled
Like grasses in the breeze:
Only his eyes brimmed
with the longing
For the sheltering trees.

Eleanor A. Chaffee

The Raggedy Goat

This is the Raggedy,
Raggedy Goat,
With horns on his forehead
and burns on his coat.
He's not very pretty
and not very neat,
But you just ought to see
all the things he can eat!
He eats rags and paper
(takes in all the news)
And he eats barbed wire fences,
and napkins and shoes.
For breakfast a basket,
including the handles.
And for a light luncheon
he nibbles some candles;
And once, when his hunger
was 'specially keen,
He ate both of the fenders
off our limousine!

Sherman Ripley

6. Read to the class poems and stories about pets. Example: (2)

Cat

My cat
Is quiet.

She moves without a sound.
Sometimes she stretches
herself high and curving
On tiptoe.
Sometimes she crouches low
And creeping.

Sometimes she rubs herself
against a chair,
And there
With a miew and a miew
And a purrr, purrr, purrr,
She curls up
And goes to sleep.

My cat
Goes through a black hole
Under the house.
So one day I crawled in after her.
And I sat
And didn't know
Where to go.

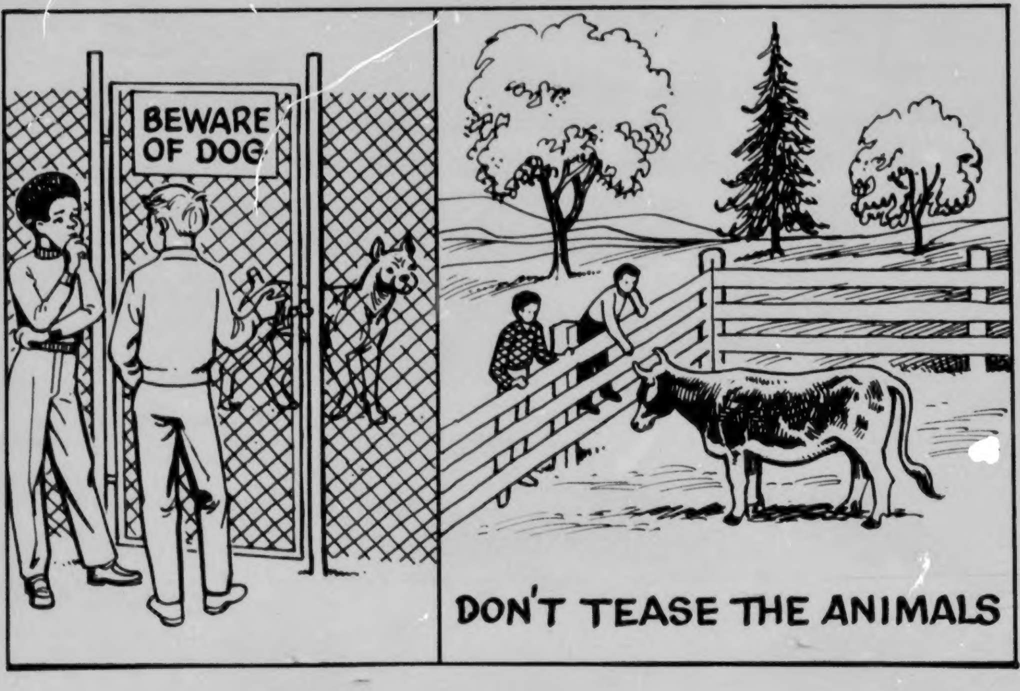
And then —
Two yellow-white
Round little lights
Came moving... moving... toward me
And there
With a miew and miew
And a purrr, purrr, purrr,
My cat rubbed, soft, against me.

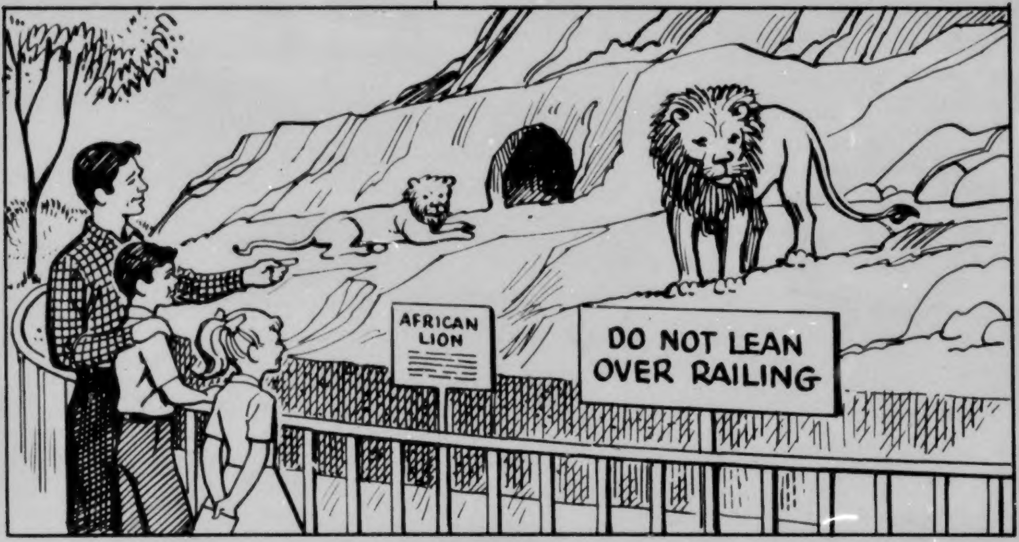
And I knew
The lights
Were MY CAT'S EYES
In the dark.

Dorothy Baruch

7. Permit pupils to dictate or write stories about their pets. (2)

8. Have pupils discuss pictures relating to pets and animals. Discuss the words written on the pictures. (2)




AFRICAN LION
DO NOT LEAN OVER RAILING

9. Give pupils the opportunity to draw pictures about their pets. (2)

10. Plan with the pupils a class project using pets, such as a chicken, rabbit or guinea pig. Involve the pupils in a discussion of: (2)

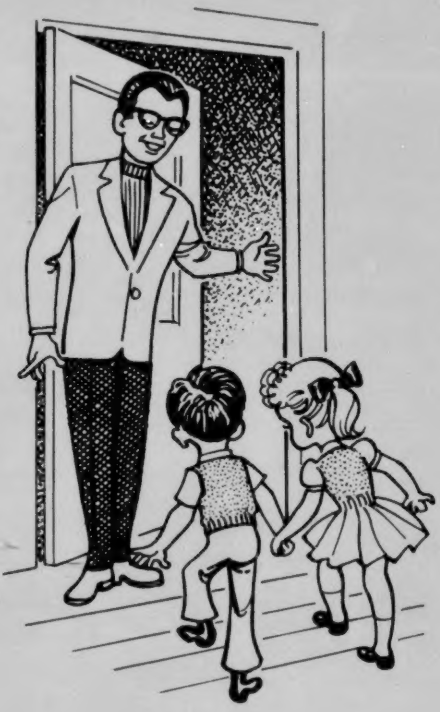
    a. Feeding
    b. Types of food
    c. Name of pet
    d. Type of animal
    e. Ways of eating
    f. How animal protects itself

11. Have the pupils hold a class pet show. (2)

    a. Make posters
    b. Write invitations
    c. Decorate the room

12. Discuss with the class what they would do in case an animal bites them. (2)

13. Ask the children to role-play the dangers of opening doors to strangers. Talk about the different people who call at their home. (3)



14. Have the children role play what they would do if invited into a house, garage, or shed by a stranger. (3)

    a. Say no to the person.
    b. Run.
    c. Tell Mother or Father what the stranger said.

15. Ask the children how many use a night light. Discuss the reasons why a night light is used. (4)

    a. Can see at night
    b. In case of an emergency
    c. For comfort

16. Discuss with the boys and girls the reasons why an automatic light is used. (4)

17. Allow the children to take part in a discussion of the reasons adequate lighting is needed when one reads. The teacher may dim the lights in order to show the class the importance of adequate lighting. Discuss the reading position and light position when sitting. (4)

18. Give the children an assignment to check the stairs and dark areas of their home to see if adequate lighting is provided. (4)

19. Have the class make chart stories about what to do when confronted with an emergency. Examples: (5)

    a. Home accident
    b. Earthquake
    c. Fire
    d. Illness

20. Ask the children to make a card of important numbers to be kept at home near the telephone. (5)

Emergency Telephone Numbers

Doctor

Dentist

Fire

Police

Ambulance

Hospital

21. Talk with the class about the importance of reporting an accident to an adult or the person in charge. (5)

22. Have the children practice making an emergency phone call. (5)

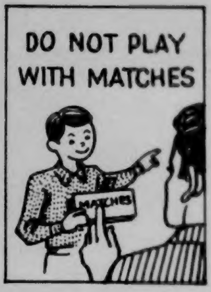
23. Discuss and have the children demonstrate how to care for an injured person while waiting for a doctor. (5)

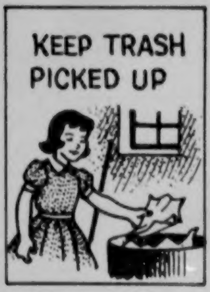
    a. Cover the person.
    b. Do not move an injured person.
    c. Speak words of comfort to the injured.

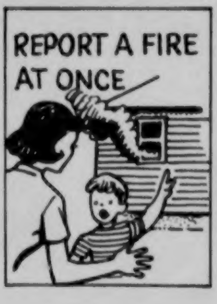
24. Motivate the children and make a cartoon book of stories and pictures showing ways to prevent fires. (6)

25. Have the pupils act out,without using words,a safe way of doing things in order to prevent fires. (6)

26. Give the pupils opportunities to make fire prevention posters and write stories about their pictures. Use the posters and stories as part of Fire Prevention Week. (6)


DO NOT PLAY WITH MATCHES
MATCHES




REPORT A FIRE AT ONCE

27. Allow the children to role-play ways of preventing fires. (6)

a. Put out a campfire.
b. Dispose rubbish in a closed container.
c. Use flashlight in storage closets.
d. Place burned matches into fireproof containers or ashtrays.
e. Inspect the house for fire hazards.

28. Allow the children to develop a television program on fire safety. (6)

29. Permit the children to prepare a chart on causes and origins of fires. Example: (6)

a. Matches
b. Cigarettes
c. Flammable materials
d. e Open fires
e. Heaters
f. Electrical equipment and appliances
g. Fireworks
h. Chemistry sets
i. Decorations

30. Discuss and demonstrate with the children the value of a home fire extinguisher. (6)(7)

31. Have the children become familiar with words, such as fire, safety, exit, caution, flammable, and fireproof. (6)(7)

32. Have the children become familiar with the safe use of electrical equipment in the home and school, such as toaster, can opener, recorders, and science equipment. (6)(7)

33. Talk about the laws regarding the sale and use of fireworks. (6)(7)

(6)(7)

34. Develop with the class a list of safety precautions to be followed with Christmas toys and decorations. (6)(7)

35. Talk about the fire hazards of wearing flammable costumes and lighting up pumpkins during Halloween. (6)

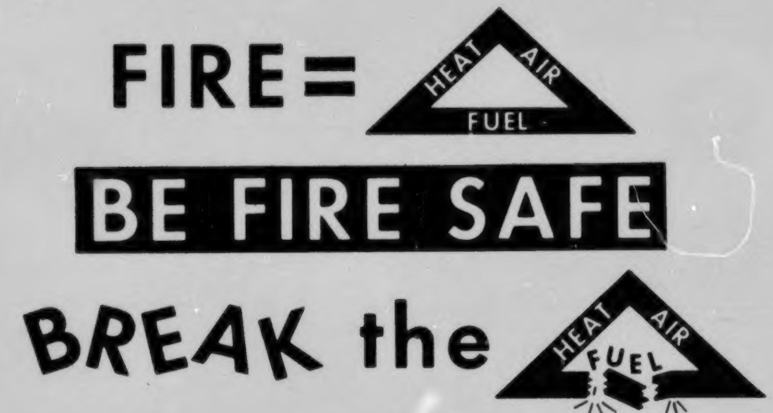
36. Give the pupils opportunities to make pot holders, ash trays, and match boxes for use at home. (6)(7)

37. Discuss with the children fire safety procedures. (6)

a. Always have water on hand when a fire is made.
b. Always put out the match.
c. Keep well back from a fire.
    1) Break the match in half.
    2) Place the match where it cannot start a fire.

38. Talk with the class about the importance of orderliness of closets and attics. (6)

39. Demonstrate with the children the three elements needed for starting a fire. (6)(7)



40. Have pupils tell what are the practical uses of fire in the home. (6)(7)

a. Cooking
b. Heating
c. Lighting

41. Allow the pupils to make labels of household equipment which makes use of fire, such as heaters, gas ranges, gas dryers, refrigerators, hot water heaters. (6)

42. Have pupils develop a list of precautions to be observed in using household equipment and appliances. (6)

43. Develop with the class a list of losses caused by fire. (6)(7)

a. Loss of life
b. Permanent injury
c. Loss of property

44. Give pupils opportunities to role-play the manner in which they would report a fire. (6)(7)

a. Telephone
b. Fire alarm box

    1) Discuss false alarms
    2) Cost of false alarms

c. Run to the neighbor's house

45. Have the children become familiar with ways of extinguishing most fires. (7)

a. Water
b. Sand
c. Blanket
d. Salt

46. Motivate the children to role-play the following: (7)

a. Proper procedures to be followed in case of a home fire.
b. Proper procedures to be followed in leaving other buildings in case of fire.
c. Procedures to be followed when someone else's clothes have caught on fire.
d. Procedures to be followed if the room door or window are blocked.

47. Ask the children to explain their home fire drill plan. (7)

a. Smelling the smoke
b. Warning the others
c. Evacuating the house
d. Reporting the fire

48. Have the boys and girls play a Match Game of fire safety words. (7)

Match Game

Draw a line to the words that go together.

alarm	heater
electric	box
fire	cord
gas	drill

49. Teach the children poems about firemen. (8)

The Fireman

The fireman's always ready by night
or day;
If we should have a fire he'd be
there right away.

The fireman is a soldier, so true,
so brave,
He fights the fire instead of men,
Our lives to save.

From Our Songs

A Fireman

Clangety clang!
Get out of my way!
I'm in a dreadful hurry.
Clangety clang!
There's a great big fire.
Look at the people scurry.
Clangety clang!
I'm going to be
A fireman if I may.
Clangety clang!
I'm practicing now
Have you a fire today?

Berta and Elmer Hader

50. Have the children draw pictures of firemen attending a fire (8)

51. Discuss with the class the work of the firemen. (8)

   a. Fire prevention
   b. Fire fighting

52. Talk about the requirements to become a fireman. (8)

53. Plan with the children a visit to the fire station. (8)

54. Plan with the children an invitation for a fireman to talk to the class. (8)

55. Give the children a test about Fire Prevention. Instruct the children to put a circle around True or False. (8)

FIRE PREVENTION TEST

		TRUE	FALSE
1.	A penny or any piece of metal should be used in place of a fuse.	T	F
2.	Frayed or cracked lamp cords can be used when run under rugs.	T	F

3. Air, flammable material, and heat are necessary to start a fire. T F

4. Gasoline used for dry cleaning can be stored in any part of the house. T F

5. When looking for something in a dark closet, do not use matches or candles as a light. T F

6. Oily rags or mops can never start a fire. T F

7. The attic or the basement is the safest place for storing waste papers. T F

8. Home fires can be prevented by the exercise of good housekeeping rules. T F

9. When the furnace is in use during cold weather, it is good practice to inspect the pipes periodically. T F

10. It is a good plan to use flameproof material for decorations in the house. T F

11. A good way to put out a campfire is to cover it with earth. T F

12. Spontaneous combustion can occur when steel or other metals are stored in a dry place. T F

13. It is a good conservation practice to burn leaves rather than to pile them on a compost heap. T F

14. It is important to notify an adult whenever a fire breaks out. T F

15. Fire drills should emphasize exits and fire escapes. T F

56. Let the children discuss questions, such as: (9)

a. What would you do if someone is hurt while you are playing?
b. What should you do if you are hurt?
c. Do you know what first aid means?

1) First aid is the first care that is given in case of an injury.

    2) Sometimes, if the injury is a small one, first aid of the proper kind is the only care that is needed.
    3) First aid is the care that is given until a doctor takes over.

57. Have the children complile items necessary for a first aid kit. Label the items. (9)

- a. Iodine
- b. Gauze
- c. Cotton
- d. Band-aide
- e. Scissors
- f. Tweezers
- g. Cotton swabs
- h. Adhesive tape
- i. Others

58. Have the children become familiar with simple first aid. (9)

a. Small cut

    1) Wash the cut with soap and water.
    2) Put a sterilized bandage or clean cloth over the cut.
    3) Press down on the cut to stop the bleeding.

b. A burn without blisters

    1) Run cold water or put ice cubes on the burned area.
    2) Some burns cannot be plunged into cold water; these burns need to be cooled as quickly as possible.

c. A bruise

    1) Keep putting something cold on it or
    2) Pour very cold water or ice water over it or
    3) Soak in a pan of cold water.

REVIEW

What Have You Learned?

1. Tell the class at least two ways to take care of toys.

2. Explain these sign:

   a. Beware of Dog

   b. Don't Tease The Animals

   c. Do Not Lean Over Railing

3. Tell what you would do if invited into a house by a stranger.

4. Explain how you would take care of an injured person while waiting for a doctor.

5. Draw a picture of things that cause fires.

6. Tell the class the ways to report a fire.

7. On the back of your picture, show at least two ways of putting out a fire.

8. Draw a map of your house and show your home fire drill plan.

9. Answer True or False to the following statements.

   a. Frayed or cracked lamp cords can be used when run under rugs.
   b. Air, flammable material, and heat are necessary to start a fire.
   c. When looking for something in a dark closet, do not use matches or candles as a light.
   d. Home fires can be prevented by the exercise of good housekeeping rules.
   e. It is a good plan to use flameproof material for decorations in the house.
   f. It is important to notify an adult whenever a fire breaks out.

10. What would you do in the following situations:

- a. Johnny has a small cut on his finger.
- b. Billy was hit by a car while crossing the street.
- c. Jean tried to grab a hot pan with her right hand.
- d. Martha fell while skating and bruised her knee.

SECTION II:

UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

SCHOOL PEDESTRIAN SAFETY RULES
SCHOOL BUS SAFETY RULES
SAFETY ON A BICYCLE
SAFETY HELPERS

SCHOOL PEDESTRIAN SAFETY RULES

Learning Objectives

1. Know the safest route.
2. Use caution when getting in and out of vehicles.
3. Obey traffic rules.
4. Recognize the dangers of accepting rides from strangers.
5. Respect property of others.
6. Become familiar with safety signs.

Suggested Learning Activities

1. Read to the children the poem "Warning to Children." Discuss the meaning of the poem with the class. (1)

Warning To Children

Little children, don't you know
In the street you musn't go
Rushing after hoop or ball?
If you hear your playmate call.
Look you south and look you north
Ere you dare to venture forth;
Every street is now a place
Where the careless grown-ups race.

Little children say this o'er;
"We must stop and look before
We attempt to cross the street
Lest disaster we shall meet.
It's our duty to prevent
Tragedy and Accident.
Vigilance we musn't drop,
Grown-ups haven't time to stop."

Grown-ups in their motor cars
Smoking pipes and big cigars,
Lighting cigarettes, cannot
Think about some tiny tot
Who may dash into the street
Carelessly on flying feet.
They've no time for taking care
So the children must beware!

Children once again repeat:
"There is danger in the street.
Watch the corners! Grown-ups wise
Swing around them and shut their eyes.
Safety people wise discuss
But they leave it all to us.
Watch the streets and stay alive,
That is where the grown-ups drive!"

2. Take the class on a walk around the neighborhood near the school. Discover the location of signals, crosswalks, and other safety features as well as the hazards. Discuss with the class ways to eliminate the hazards. (1)(3)(6)

3. Have the children make a map of the neighborhood. (1)(3)(6)

   a. Let each child locate his home and school.
   b. Let each child show the safest route to school.
   c. Let each child point out hazards.
   d. Take the map home and discuss with parents.

4. Ask the children to list the signs, signals, and markings on their safest route to school. (1)(3)(6)

5. Allow the pupils to draw a picture that shows the way they get to school. (car, bus, bicycle, feet) (1)(3)(6)

   a. Discuss the different ways the boys and girls in the room come to school.
   b. Let the pupils cut and paste pictures of the ways boys and girls come to school.
   c. Label the pictures with safety slogans.

6. Ask the pupils to develop a list of rules for safe walking. (1)(3)(6)

   a. Cut out magazine pictures that illustrate the rules.
   b. Discuss and learn the rules. Examples:

Rules for Safe Walking

1. Cross only at corners and keep to the right in the crosswalk.

2. Cross only on proper signal and obey "Walk " "Don't Walk" signs.

3. Cross only with a new green light.

4. Look both ways before crossing. Be sure the way is clear.

5. Watch for turning cars — from both the left and the right.

6. Never cross or enter the roadway from between parked cars.

7. Where there are no sidewalks — walk on the left side of the roadway, facing traffic.

8. If you must be out at night, carry or wear something white to help drivers see you.

7. Give pupils opportunities to draw posters illustrating safe walking rules. (1)

   a. Conduct a Safety Poster Contest.
   b. Place the posters on the bulletin board.
   c. Dramatize or role-play the meaning of the posters.
   d. Write a slogan for the poster.

8. Teach the children safety songs. (1)(3)(6)

(To the tune of "Row, Row, Row Your Boat.")

Walk, walk, walk to school
Safely every day.
Look both ways before you cross,
You'll be safe that way.

(To the tune of "I've Been Working on the Railroad.")

You must be your own policeman,
Use safety all the time.
Cars that may be coming toward you,
Cannot stop on a dime.
There are signals there to help you,
Yellow, green, and red.
You must be your own policeman,
Always use your head.

9. Have children discuss the concept of distance between school and home. (1)

10. Have children learn the names of nearbystreets to their homes. (1)

11. Have the children make a chart and answer "Yes" or "No" to the questions. (1)(3)

Pedestrian Safety

	Yes or No
Are you a safe walker?	
Do you take one step at a time?	
Do you keep to the right?	
Do you look ahead?	

12. Talk about the dangers of jay-walking. (1)(3)(6)

13. Discuss safety pictures with the class. Ask them to identify the picture and how it can help the pedestrian. (1)(3)(6)

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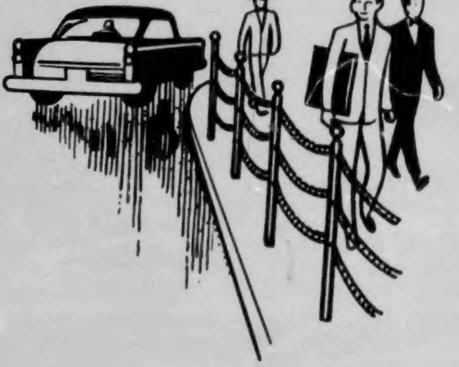

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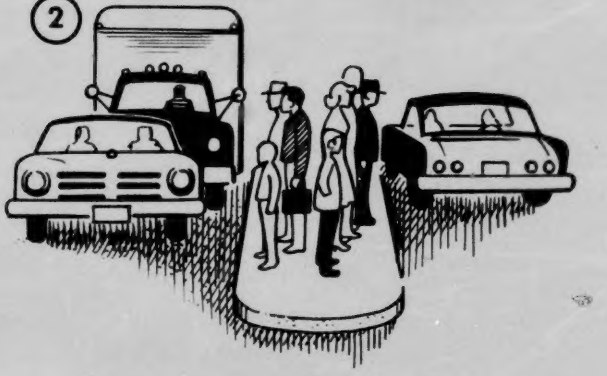

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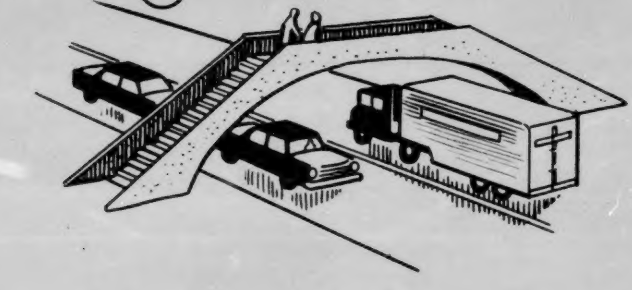

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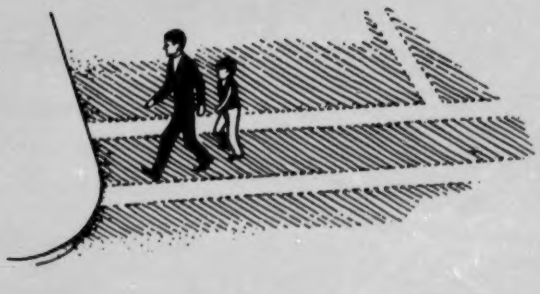


14. Give the class the opportunity to make and illustrate warning signs that a pedestrian may see on the way to school. Discuss the meaning of the signs. Examples: (1)(3)(5)(6)

DANGER
KEEP OFF
KEEP OUT
STOP
LOOK
LISTEN
DO NOT TOUCH
UNSAFE

15. Have the pupils discuss and dramatize safety rules through role playing. (1)(2)(3)(4)(4)(5)(6)

   a. Motivate by showing filmstrip, "Junior Safety Series" Set 4.
   b. Emphasize being alert, using crosswalks, obeying traffic light.

16. Allow the children to use block work to develop safety rules. (1)(2)(3)(4)(5)(6)

17. Allow the boys and girls to devise a puppet show re-enacting accidents. (1)(2)(3)(6)

18. Have the children write stories, plays, or television programs concerning safety habits to and from school. (1)(2)(3)(4)(5)(6)

19. Ask the children to role play the reporting of pedestrian hazards. (1)(3)(6)

   a. Broken glass
   b. Broken signs
   c. Non-operating signals
   d. Sidewalk obstructions
   e. Open trenches

20. Permit the boys and girls to paint a room mural depicting good safety practices. (1)(2)(3)(4)(5)(6)

21. Discuss with the class the reasons why they should know the following: (1)(2)(4)

   a. Name
   b. Telephone number
   c. Parents' names
   d. Address
   e. Safest route between home and school

22. Allow the class to talk about accidents that happen during inclement weather, such as rain and fog. (1)(2)(3)(6)

23. Have the class discuss reasons why traffic laws are enforced and why offenders are penalized. (3)

24. Have the children discuss and role play the following situations. (1)(3)(4)(5)(6)

    a. Mark suddenly left the curb and ran into the street to cross and meet his friend.
    b. Betty was in a hurry to get home. She walked down F Street and decided to cross before the crosswalks.

    c. Gilberto and Abraham wanted to play catch, so they went inside, got a ball and threw it back and forth in front of their house. Later a group of friends arrived and they chose sides. The sidewalk was too small an area: the game was played on the street, but play was stopped everytime a car came by.

    d. Maria and her brother, Pablo, were late for school, so they took a short cut through the alley.

    e. As Renee walked down the street, she met a stray dog.

    f. Keith and Ramon were teasing each other on the way home from school. Keith became angry and threw a sharp stone at Ramon. Ramon ran after Keith.

    g. Jane's mother told her to come right home after school but Jane stopped to visit Evelyn.

25. Ask children who come in the family car the rules they must follow when getting in and out of the vehicle. (2)

26. Develop with the class a skit in which safe behavior in a family car is demonstrated. (2)

27. Teach the children poems that will help them to learn more about traffic rules. Examples: (3)

Stop, Slow, And Go

Go to the store and buy some purple thread;
Stop, stop, stop, if the light turns red!

Go anywhere, but be very careful, fellow!
Slow, slow, slow, if the light turns yellow!

Go to the station for a tank of gasoline;
Go, go, go, if the light turns green!

Louise Binder Scott

Stop - Go

Automobiles
In

a
row
Wait to go
While the signal says:
STOP

Bells ring
Tinagling
Red light's gone!
Green light's on!
Horns blow!
And the row
Starts

to

Go

Dorothy Baruch

Remember

Remember each rule

When you walk or you ride

In a car, on a bike or in a bus

Follow each rule

Go carefully to school

Remember safe travel's a must

Funny the Way Different Cars Start

Funny the way
Different cars start.
Some with a chunk and a jerk,
Some with cough and a puff of smoke
Out of the back,
Some with only a little click —
with hardly any noise.

Funny the way
Different cars run.
Some rattle and bang,
Some whirrr,
Some knock and knock,
Some purr
And hummmmmmm
Smothly on
with hardly any noise.

Dorothy Baruch

Remember

Remember the rules

On your way to your schools

Be careful of cars all the time

Use your eyes and your ears

Watch and listen for cars

Remember they can't stop on a dime

Traffic Signals

The bugs have a traffic cop, you know.
The firefly shows when to stop and go.
With a lift of his wings he turns
on the light
And the bugs all scatter from left
to right.

There's a whirring of wings and a
buzzing to go
What can be the matter? The traffic
is slow
A snail and her babies when crossing
the road
Nearly ran into a cross old toad.

Though all are impatient to step on
the gas
Till the light is lowered no one way
pass,
The firefly calmly holds his ground
Not even a cricket dares hop around.

He holds them all up in the chances
to meet
A shy young ladybug crossing the
street
For traffic laws are a matter of
course
With a sparkling firefly chief of
the force.

Grace Hilton

Safety - Where to Walk

Where shall we walk
On our way home from school?
On the sidewalk
The sidewalk
Rainy or sunny
Warm weather or cool?
On the sidewalk
The sidewalk
The street is for horses
And all things with wheels
Such as wagons and street cars
And automobiles
But the best place for all
Little boys' and girls' heels
Is the sidewalk
The sidewalk.

Marian Funkhouser

Safety

This little boy and girl are smart
They do not need much bossing
They use their eyes before they start
Across a traffic crossing.
They first look left and then look
right
They don't believe in glances
They make dead sure no car's in
sight
They never do take chances.

Unknown

Stop Look And Listen

Stop look and listen

Before you cross the street

First use your eyes

Then use your ears

Before you use your feet

The Traffic Signal

We stop on the red

We go on the green

And we always wait

On the in-between

Stop, Look And Listen

Stop, look and listen!
Before you cross the street.
Use your eyes, use your ears,
And then use your feet.

F. S. Hyde and R. C. Slown

28. Teach the class the game "Red Light, Green Light." (3)

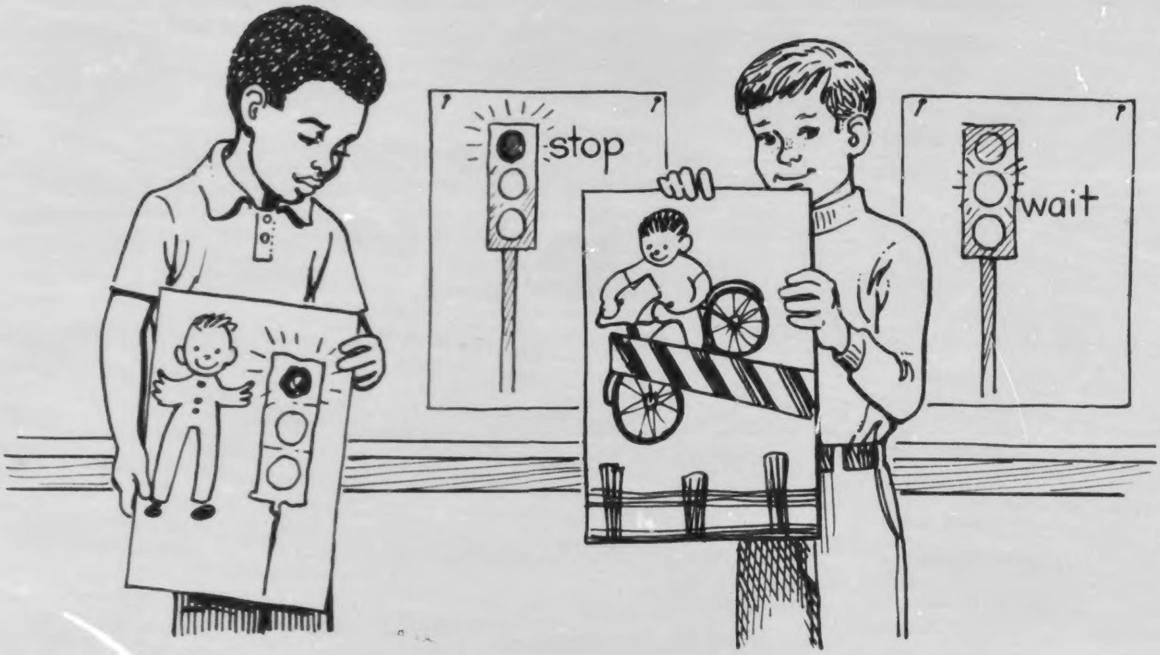
a. Cut 2 large circles, one green, one red.
b. Add sticks to them for handling.
c. Construct shoulder bands or badges for 3 policemen.
d. The players are 1 traffic policeman, (Badge III); 2 patrolmen, (Badge I and Badge II) and the class.
e. Use the playground to play the game.
f. Three children are selected to be the policemen.
g. Class stands abreast and waits for traffic policeman's signals.
h. When the green circle is raised, children walk toward the traffic officer.
i. When the red circle is raised children stop immediately.
j. If a few steps are taken after the red is raised, the patrolmen reminds those children to step out of the group.
k. The pupil who reaches the other side first is declared the winner and becomes Patrolmen, Badge I; Badge I becomes Badge II; Patrolman Badge II becomes Traffic Officer and the Officer becomes a pedestrian.

29. Teach the children to play the game "Red Light." (3)

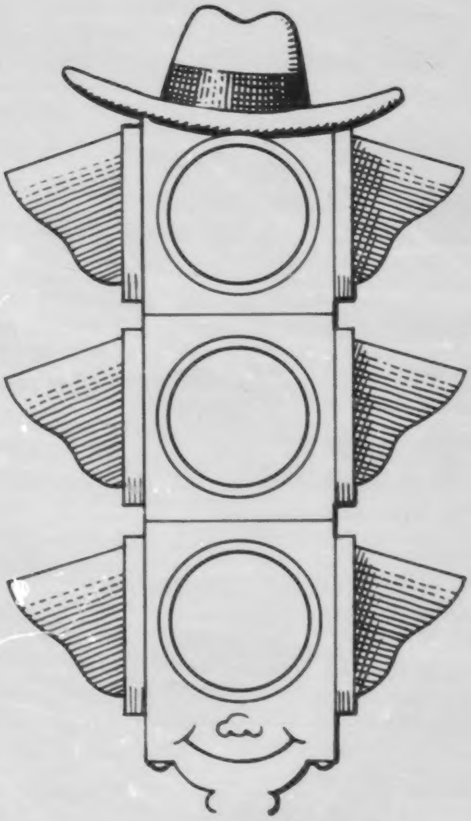
a. One pupil is it and stands away from the class.
b. The pupil counts to ten and then calls, "Red Light."
c. All the children must stop on "Red Light."
d. The pupil who is it sends back to the starting line all those who moved after he said. "Red Light."
e. The winner is the one who reaches the goal first. He becomes it.

30. Have the pupils discuss pictures about traffic rules. (3)

Who is wiser
the signal or you
It looks all ways
how about you



31. Read to the children the poem, "I Met a Man with Three Eyes." (3)
Discuss the poem.



I Met a Man with Three Eyes

I met a man that was very wise.
He had no hands, but he had three eyes,
One green, one yellow, and one red.
He had nothing at all but eyes in his head.
He looked at me and kept winking and winking
As if to say, "Guess what I'm thinking."

— You're making it up! It isn't so!

— Oh, yes it is. He is someone you know.

He lives on my street, and he can't talk
But he knows how to say STOP, GO, and WALK
And that's all he says, all day and all night.

— Oh, now I know! — MR. TRAFFIC LIGHT!

John Ciardi

32. Teach the children how to use the miniature traffic safety light. Mark an intersection on the classroom floor; let the boys and girls rotate being crossing guard, police officer, or pedestrian. Let the children orally explain how to use the push-button controls. (3)

   a. There are two basic types of push-button controls:

      1) WALK-DON'T WALK
      2) WALK-WAIT

   b. Signals are automatically controlled.
   c. Pedestrians press push button and wait for green light or WALK sign.
   d. If a WAIT signal appears after a pedestrian starting on the WALK signal has partially completed his crossing he should proceed carefully across to the sidewalk-or where there is a safety zone or island, he should wait there unitl the next WALK signal.

33. Develop with the class a list of traffic safety rules. (3)
Example:

   a. Red light means "Stop".
   b. Yellow light means "Caution—Slow—Stop."
   c. Pedestrians may not enter on yellow light.
   d. Green light means "Go". (Wait for "new" green light if signal light is already green when pedestrian arrives at intersection. This allows maximum time for safely crossing street.)
   e. Observe school crossing signs.
   f. Watch for merging traffic.
   g. Check before stepping into the street.

34. Teach the children the game "Stop and Go." (3)

   a. Use the traffic signal.
   b. Set up blocks on the floor with streets.
   c. Use play cars and trucks.
   d. Children "drive" their cars on the street and must obey the traffic signal.

35. Have the children compare crossing the street without a traffic light and crossing the street with a traffic light. Chart the statements made by the children. (3)

How to Cross a Street Without a Traffic Light

1. Go to the corner.
2. Look right then left.
3. Look behind you.
4. Walk quickly to the other side.

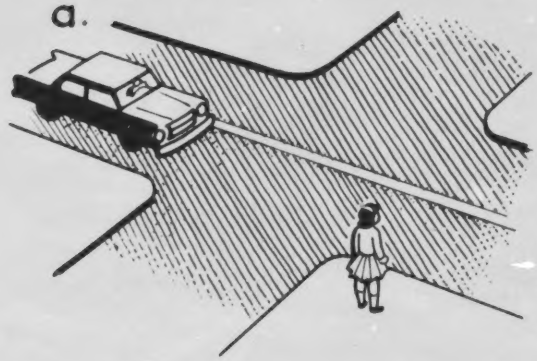
How to Cross a Street With a Traffic Light

1. Go to the corner.
2. Wait for the walk light.
3. Walk inside the white lines.
4. Walk to the right.
5. Do not run.

36. Have the children play the game, "What should you do?" (3)

Have the children look at the pictures and answer the question, "What should you do?"

a.



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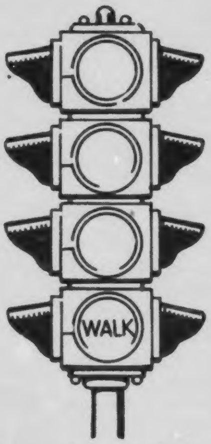


37. Allow the children to observe safety signals. Ask them what the signal tells them to do. Let the pupils learn the meanings of the colors, the reason for the order of the color appearance and the position of each light. (3)

38. Discuss with the class the dangers of accepting rides from strangers. (4)

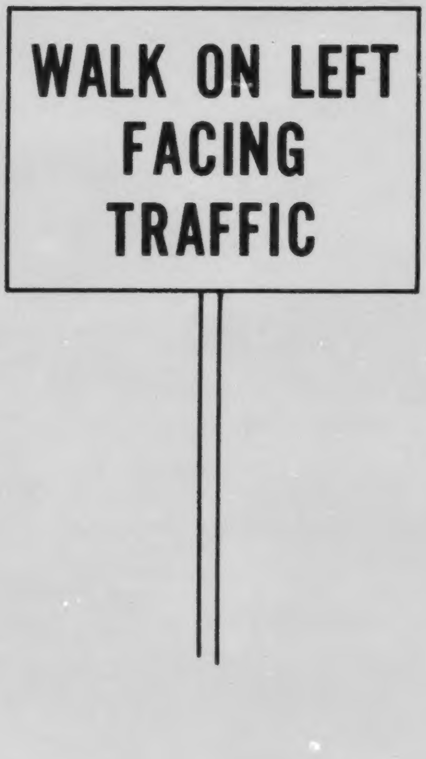
a. Show pictures and ask children what they would do.
b. Talk to the class about the dangers of talking to strangers.
c. Discuss with the class the dangers of accepting candy and other things from strangers.

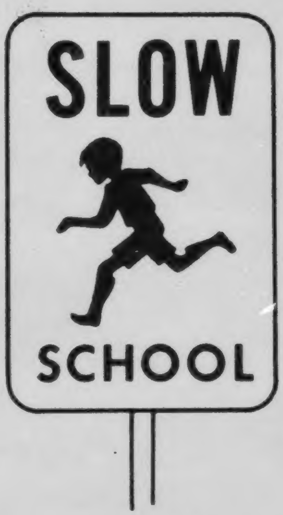
39. Talk with the class about respecting the property of others. (5)

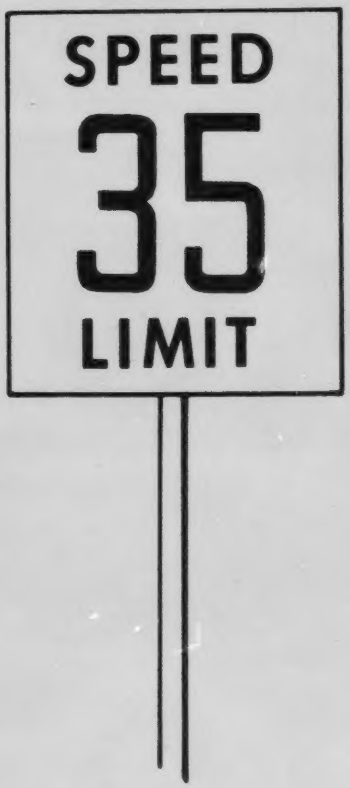
- a. Use sidewalks, designated paths, or roadway.
- b. Walk on left side of roadway.
- c. Refrain from walking on private property without permission.
- d. Place food, papers, and other litter in proper receptacles.
- e. Refrain from picking flowers from nearby gardens without permission.
- f. Refrain from walking on stonewalls and fences.
- g. Talk about the purposes of the Anti-Litter Laws.
- h. Talk about keeping the community neat and clean.

40. Have the children plan a bulletin board display of safety signs seen on the way to school. (6)

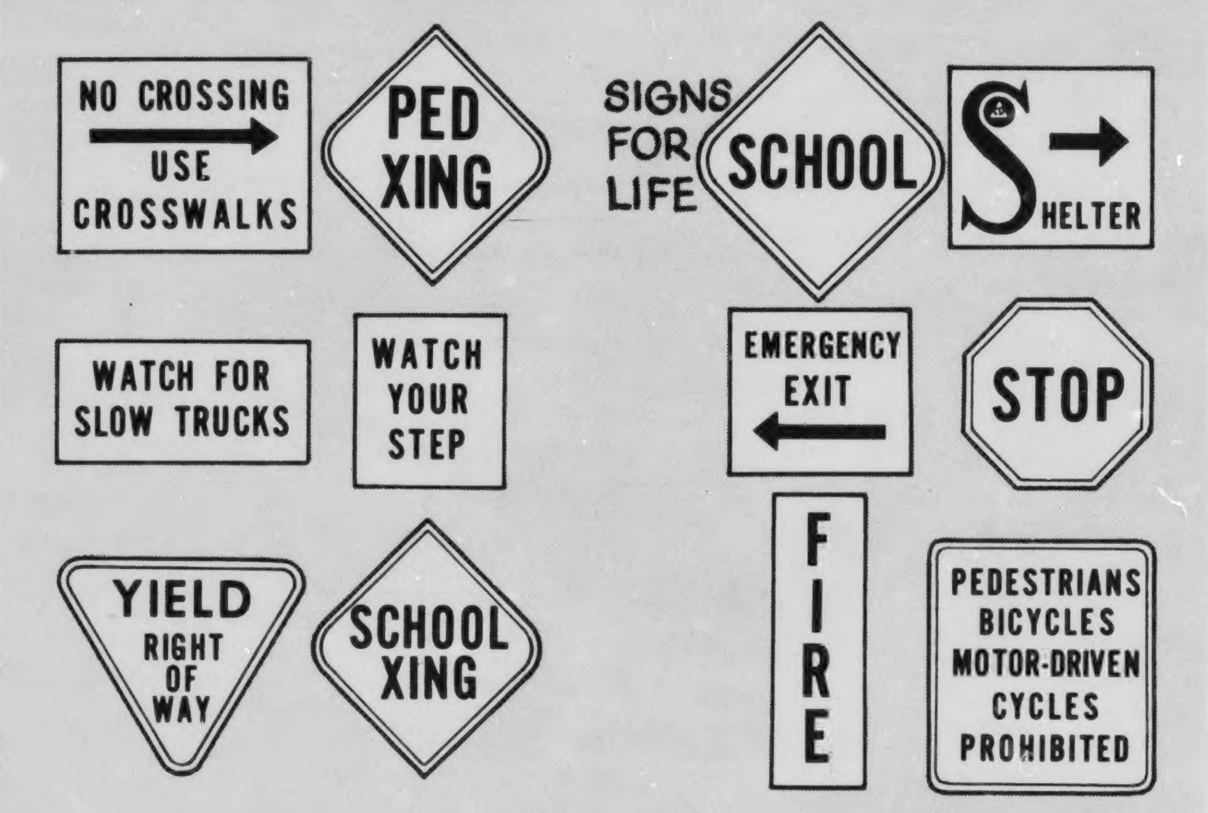
- a. Discuss how these signs help boys and girls.
- b. Draw pictures illustrating the different safety signs.
- c. Talk about the color of the various signs.
- d. Have the children make miniature signs.







41. Have the boys and girls discuss and become familiar with some of the following "Signs for Life." (6)


NO CROSSING
USE CROSSWALKS
PED XING
SIGNS FOR LIFE
SCHOOL
SHELTER
WATCH FOR SLOW TRUCKS
WATCH YOUR STEP
EMERGENCY EXIT
STOP
YIELD RIGHT OF WAY
SCHOOL XING
FIRE
PEDESTRIANS BICYCLES MOTOR-DRIVEN CYCLES PROHIBITED

42. Have the class view and discuss the film, "Debbie's Safety Lesson." (1)(2)(3) Debbie, a Kindergartener and her older brother exemplify careful (4)(5)(6) safety procedures in the community.

43. Allow the children to construct a play street on a table. (6)

   a. Make figures from cardboard paper and attach to wood blocks.
   b. Use play cars, truck, and people.
   c. Depict some do's and don'ts of safety.

44. Talk with the children about the use of emergency vehicles such as the ambulance and fire and police vehicles with flashing lights. (6)

45. Give the children the opportunity to review pedestrian safety by asking the following questions. (6)

a. WHY DO WE CROSS STREETS ONLY AT CORNERS?

The motorist does not expect pedestrians to cross midblock and often cannot see them as they start because of stopped or parked vehicles. Crossing corners diagonally takes longer and is much more dangerous.

b. WHY DO WE NEED TO LOOK AND BE SURE THERE IS A BREAK IN TRAFFIC AND THE WAY IS CLEAR BEFORE WE CROSS?

Even at intersections, the motorist does not expect a pedestrian to dart out suddenly from the curb. If there is a signal, the driver expects us to obey it. Also, the driver has many things to watch for at intersections.

c. WHY DO WE WALK, NOT RUN, STRAIGHT ACROSS STREETS?

If we walk, we are not apt to stumble. An approaching driver can judge better what he should do. He is not expecting anyone to dart out. It takes him some distance to stop the car and it takes each of us some distance also.

d. WHY DO WE KEEP OUT FROM BETWEEN PARKED CARS AND NEVER RUN BETWEEN THEM?

It takes quite a distance to stop a vehicle, even if it is not going fast. If a person steps out from between parked cars, the driver often cannot see him until he is right upon him.

e. WHY DO WE OBEY POLICE OFFICERS AND CROSSING GUARDS?

They are for your protection, and drivers expect us to obey them.

f. WHY DO WE CROSS THE STREET ONLY ON THE PROPER SIGNAL?

Drivers depend upon us to follow the rules. Look out for vehicles making turns. Signalized intersections are for your safety. Walk the extra distance if necessary, to take advantage of their protection.

g. WHY DO WE PLAY AWAY FROM TRAFFIC?

Streets are for vehicles. Playing in the street, including "hitching on" vehicles, is one of the largest causes of child accidents.

h. WHY DO WE WALK ON THE LEFT SIDE OF THE HIGHWAYS, FACING TRAFFIC, WHERE THERE IS NO SIDEWALK?

We are then facing approaching vehicles and can know when it is necessary to step aside, as when vehicles pass on narrow roadways.

i. WHY DO WE CARRY OR WEAR SOMETHING WHITE AT NIGHT TO HELP DRIVERS SEE US?

A person can be seen from a greater distance.

j. WHY DO WE NEED TO BE DOUBLY ALERT ON SLIPPERY STREETS?

When streets are wet, a person may slip or his umbrella may hide a vehicle from his view. Vehicles may skid, and it takes a greater distance to stop them than on dry pavement. Rain makes it harder for the driver to see.

46. Talk about some of the ways the community is helping to safeguard people in traffic. (6)

REVIEW

What Have You Learned?

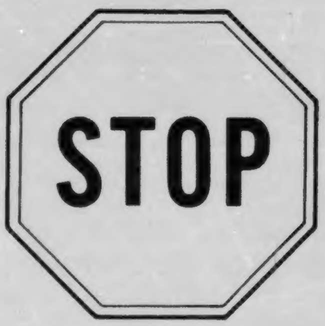
1. Explain to the class the safest route for you to and from school.

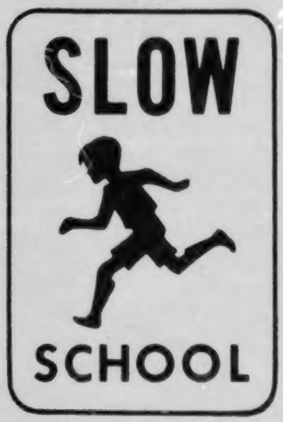
2. Answer the following questions with "Yes" or "No."

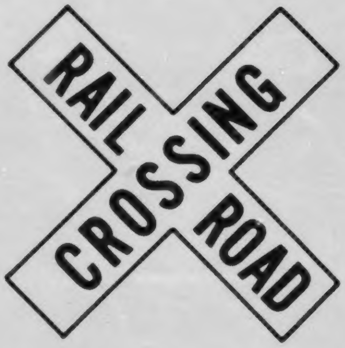
   a. Cross only at corners and keep to the right in the crosswalk.
   b. Cross only with a new yellow light.
   c. Look one way before crossing.
   d. Never cross or enter the roadway from between parked cars.
   e. Where there are no sidewalk, walk on the left side of the roadway, facing traffic.
   f. At night wear something white or carry a light.
   g. Wait on the curb for cars to pass.
   h. Walk through the alley on the way to school.
   i. Pet a stray dog and take him to school with you.
   j. Get out of the car on the side away from the street.
   k. Be friendly and accept a ride from a stranger.

3. Match the signs with the words. Place the letter on the correct picture.

   a. Highway RR crossing ahead
   b. School, slow down
   c. Come to a full stop







SCHOOL BUS SAFETY RULES

Learning Objectives

1. Stay in the seat.
2. Speak softly and to neighbors only.
3. Keep hands and arms inside the bus.
4. Face the front of the bus.
5. Refrain from throwing objects.
6. Keep the bus neat and clean.
7. Follow the directions of the teacher and the bus driver.

Suggested Learning Activities

1. Have the pupils develop rules for safe school bus riding. Chart the standards. Illustrate the rules. Example: (1)(2)(3)(4)(5)(6)(7)
    a. Leave home early enough to arrive at your Bus Stop on time.
    b. Wait for your bus in a safe place— well off the roadway.
    c. Enter your bus in an orderly manner, and take your seat.
    d. Follow the instructions of your school bus driver.
    e. Remain in your seat while your bus is in motion.
    f. Help to keep your bus clean.
    g. Remain quiet.
    h. Be courteous to your school bus driver, and to fellow passengers.

i. Be alert for traffic when leaving the bus.

2. Give children the opportunities to make posters illustrating good conduct on the bus. (1)(2)(3)(4)(5)(6)(7)

3. Permit the pupils to write poems, stories, and slogans about safety. (1)(2)(3)(4)(5)(6)(7)

4. Give the pupils opportunities to learn poems. Examples. (1)(2)(3)(4)(5)(6)(7)

I Like Rides

I like rides —
Long rides, short rides,
Slow rides, fast rides,
Rides on the train,
Rides on a plane,
Rides on a boat or a bus,
Rides on a wagon or big horse,
Rides in a camper, for sleeping.
I like rides —
Just any kind of ride.

Auto

Chug! Chug! Chug!
Honk! Honk! Honk!
Who wants a ride?
I! I! I!
Jump in!
Away we go!
Chug! Chug! Chug!
Honk! Honk! Honk!

Unknown

Auto, Auto

Auto, auto
May I have a ride?
Yes, sir, yes, sir,
Step right inside.

Pour in the water,
Turn on the gasoline,
And chug, chug away we go
Throughout the country green.

Lucy Sprague Mitchell

5. Have the children demonstrate the proper way of getting on and off the bus. (1)(2)(3)(4)(5)(6)(7)

6. Allow the pupils to make a bus using large cardboard boxes. Have the pupils demonstrate school bus safety rules. (1)(2)(3)(4)(5)(6)(7)

7. Have the pupils make slogans which could be placed in the bus. Example: (1)(2)(3)(4)((5)(6)(7)

Face the front.
Stay in your seat.

8. Ask the children to talk about proper conduct on school journeys. (1)(2)(3)(4) (5)(6)(7)

   a. Use good procedures for riding on the bus.
   b. Obey the directions of the teacher.
   c. Follow directions and plans of guide at the destination.
   d. Observe all safety precautions.
   e. Talk quietly.
   f. Listen to the guides.

9. Discuss with the class how and why bus accidents occur. (1)(2)(3)(4) (5)(6)(7)

   a. Passengers are struck by doors while entering or leaving the bus.
   b. The vehicle stops suddenly.
   c. Children are clowning or misbehaving.
   d. People are careless.
   e. People do not use safety belts.

10. Have the pupils role play or dramatize ways accidents may occur. (1)(2)(3)(4) (5)(6)(7)

11. Talk with the class about school bus drivers. (1)(2)(3)(4) (5)(6)(7)

   a. Is he a good driver?
   b. Is he kind and good-natured?
   c. Is he well trained?
   d. Does he know how to handle an emergency?
   e. How do you become a bus driver?

12. Have the pupils discuss proper conduct on local and public transportation. (1)(2)(3)(4) (5)(6)(7)

   a. Ask the boys and girls how many of them use public transportation?
   b. Where do the boys and girls go on the bus?
   c. Does the bus driver follow the same rules as a school bus driver?
   d. Why do they have to pay on the public bus and not on a school bus?
   e. Are the rules for behavior the same?

REVIEW

What Have You Learned?

1. What are three rules for safe school bus riding? (Orally give the answers)

2. Answer "Yes" or "No" to the following questions.

   a. Do you leave home early enough to arrive at your bus stop on time?
   b. Do you wait for the bus in a safe place?
   c. Do you keep off the street as you wait for the bus?
   d. Do you enter the bus in an orderly manner?
   e. Do you help to keep the bus clean?
   f. Are you courteous to your school bus driver?
   g. Do you go one by one as you get off and on the bus?
   h. Are you a good citizen on public transportation?
   i. Does the bus driver follow the same rules as a school bus driver?

SAFETY ON A BICYCLE

Learning Objectives

1. Ride with the traffic.
2. Use hand signals.
3. Use light reflector and white clothing at night.
4. Walk bicycle across the street.
5. Be careful of pedestrians.

Suggested Learning Activities

1. Lead pupils in discussions and other activities which will promote bicycle safety. (1)(2)(3)(4)(5)

   a. Have the class view and discuss the film, "You Can't Stop on a Dime."

      1) A policeman and one elementary school class conduct a lesson on stopping distance of pedestiran, moving bicycle, and an automobile.
      2) Pedestrian safety rules are also emphasized.

   b. Have the pupils develop a chart on Safe Rules to Follow. Example:

      1) Keep your bicycle in good mechanical condition (tires, chain, brakes, etc.)

      2) Obey all traffic rules and signs— always give proper hand signals.

      3) Walk your bike across busy intersections.

      4) Always ride with the traffic —as close as possible to the right side of the road.

      5) Be sure the roadway is clear before entering.

6) Always ride single file and watch for opening car doors.

7) Most bicycles are built to carry one person — YOU! and you alone.

8) If you must ride your bike at night be sure your headlight and rear reflector are in good working order.

9) Select the safest route to your destination and use it. Avoid busy streets and intersections.

10) Yield right of way to pedestrians.

c. Make a bulletin board display of bicycle safety rules.

d. Use tempera and paint a picture to illustrate one of the rules relating to bicycle safety riding to and from school.

e. Learn to sing a bicycle safety song.

f. Learn a bicycle poem. Examples:

A Bicycle Built for One

(To the tune of " A Bicycle Built for Two")

Jerry, Jerry,
When you go riding, son,
Don't you carry
Boys on your bike for fun:
Your vision is cramped and clouded
When handlebars are crowded,
So see that you
Don't ride two
On a bicycle built for one.

Different Bicycles

When I ride my bicycle
I pedal and pedal
Knees up, knnes down.
Knees up, knees down.

But when the boy next door
Rides his,
It's whizz-
A chuck a chuck-

And away
He's gone
With his
Kneeds steady - straight
In one place
Because-
His bicycle has
A motor fastened on.

Dorothy Baruch

Boy with a Bike

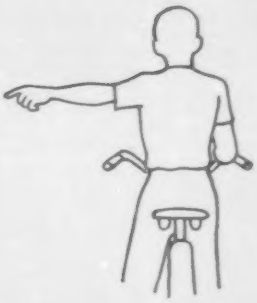
(Boy checks over his bike carefully as he says his lines, e.g. he tests brakes, examines tires, stands off and lines up handlebars, etc. At the end he rides off merrily.)

Brakes?
   Just right, for every use.
Chain?
   Not right, yet not too loose.
Tires?
   O.K. Correct for air.
Pedal treads?
   In good repair.
Handlebars?
   They're straight and tight.
Grips on handlebars?
   Quite right.
Light? Reflector?
   Working fine.
Saddle?
   Firm and right in line.
Pump? And tools?
   All there. Heigh-ho!
   Everything is set . . .
   Let's Go.

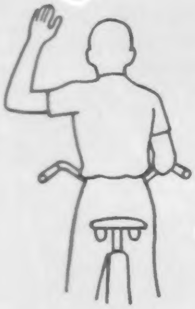
Aileen Fisher

g. Give children an opportunity to practice and learn the proper hand signals.

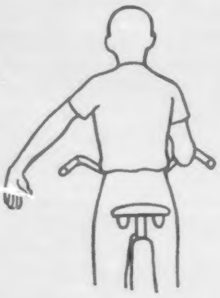
Left turn



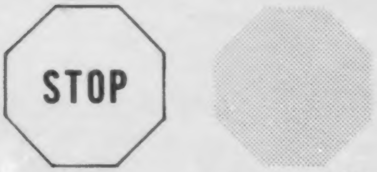
Right turn



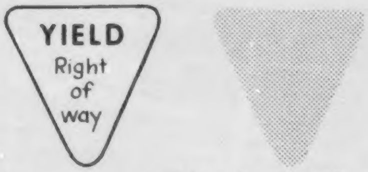
Stop or Slow



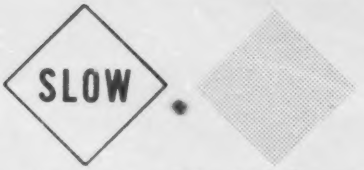
h. Have the pupils become familiar with the traffic signs a bicyclist should understand.



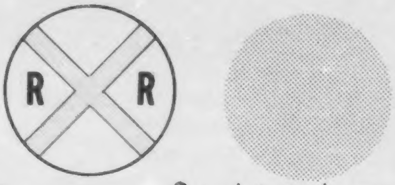
Octagon-shaped (eight sided) signs always mean Stop



Triangle signs always means Yield-Right-Of-Way

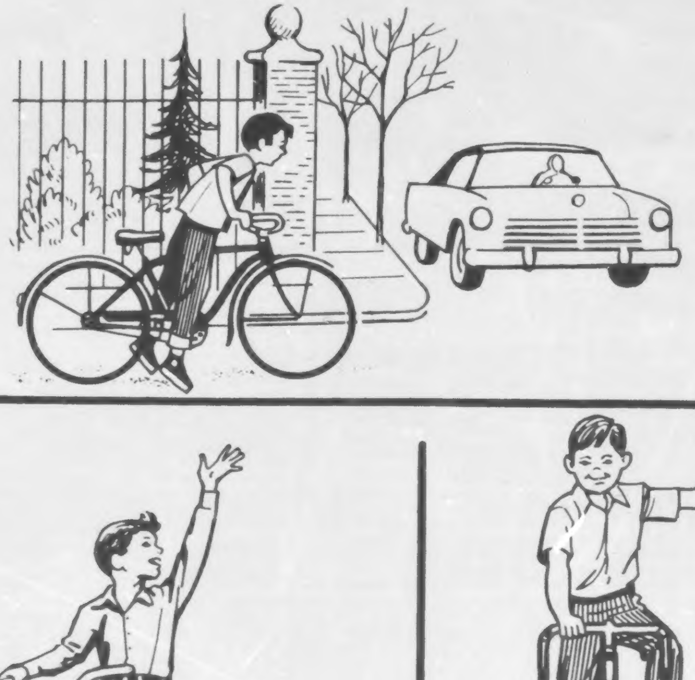


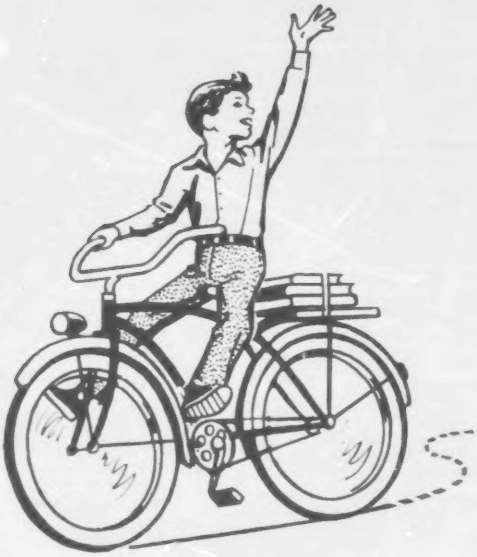
Diamond-shaped signs are always warning signs

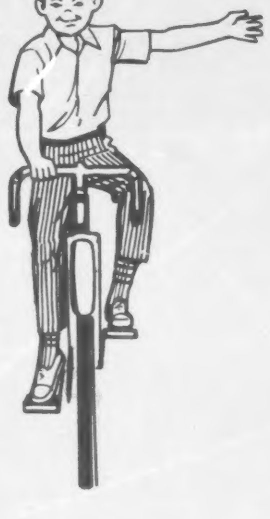


Round signs always means Railroad Crossing

i. Show the following pictures and have the class point out the safe things being done on the bicycle.





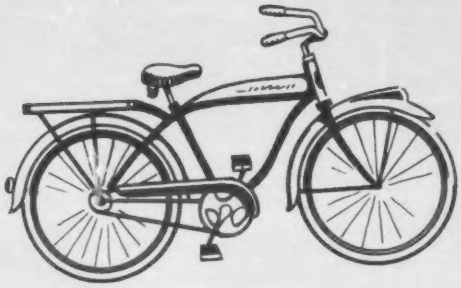


j. Invite older pupils to tell about places where bicycles must be parked at school and the reasons for rules relating to bicycle safety.

k. Discuss with the class the different types of bicycles.

l. Conduct Bicycle Safety Week campaign in the school. Invite the local police department to participate in the campaign by inspecting and registering bicycles.

1) Talk with the class about bicycle care.
Check these parts:



BRAKES
Do you stop evenly?

CHAIN
Check for damaged links, snug fit; clean and lubricate.

WHEELS
Eliminate wobble; tighten wheel nuts, oil bearings; broken spokes.

TIRES
Check air pressure, remove imbedded nails, glass, metal, etc.

SPROCKETS
Keep clean and greased, check for wobble.

PEDALS
Lubricate and tighten bearings. Replace worn threads.

FRONT LIGHT
Must be visible for 500 feet.

REAR REFLECTOR
Must be visible for 300 feet.

SADDLE
Adjust to body and tighten.

HANDLE BARS
Adjust to body. Tighten and keep stem well down in fork.

HANDLE GRIPS
Replace worn grips. Cement them on tightly.

2) Allow pupils to fill in the form for Bicycle Registration.

LIC. Nº 22412

Los Angeles Police Department
BICYCLE REGISTRATION

FEE $1.00
Form 9.25

MAKE	PREVIOUS LICENSE NO. (City-Yr.)
REGISTERED OWNER (Last name first)	
ADDRESS	CITY
PHONE	BIRTH DATE
SCHOOL	CITY
LEGAL OWNER	
ISSUED BY DIVISION	DATE ISSUED
PURCHASED FROM	
SIGNATURE OF OWNER	
CHANGE OF ADDRESS	

3) Allow pupils to complete the form for a bicycle identification card.

IDENTIFICATION RECORD

NAME
ADDRESS
PHONE
SCHOOL
BICYCLE MAKE
FRAME NO.
LICENSE NO.

Los Angeles Police Department
BICYCLE IDENTIFICATION CARD

	NAME OF REGISTERED OWNER
1970-1-2-3-4	ADDRESS
MAKE OF BICYCLE	
Registration expires December 31, 1974. as provides by Los Angeles Municipal Code Section 2601.	

LICENSE NO. ____________________

IF FOUND PLEASE GIVE TO ANY POLICE OFFICER

4) Have pupils become familiar with the "Bicyclist's Code."

BICYCLIST'S CODE

I appreciate the privilege of operating my bicycle on the streets of this community, and I pledge to do all in my power to live up to this responsibility.

I will be a safe rider, and will do my best to obey all traffic laws and rules of safe cycling, because I realize my parents are responsible for my behavior on a bicycle.

I will try to reflect credit upon my parents, school, and community for their expression of trust and confidence in my ability as a bicycle rider.

____
SIGNED

5) Discuss with the class laws regarding bicycles.

LICENSES - Sec. 26.01 L.A.M.C. (Ordinance No. 77,000) (Chapter 2, Article 6 - Bicycles and Vehicles)

Policy only, (NO LAW) not to require a license on bikes under 20 inches.

RIDING ON SIDEWALKS - Sec. 5615 L.A.M.C. Not allowed on sidewalk. Policy only to allow young children to ride on sidewalk at financial risk of parents in case of an accident. However, law says NO ONE ALLOWED ON SIDEWALKS ON A BIKE.

BICYCLE RACKS IN FRONT OF STORES, ET AL - Sec. 8084 L.A.M.C. Must obtain authority from Policy Commission and post $20,000 liability bond, also letter from owner of property, etc. Have them talk to Officer-in-Charge of Bicycle Unit re this.

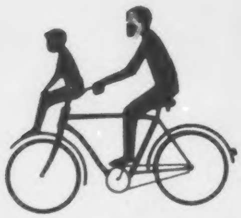
LIGHTS - Sec. 21201 V. C. When riding after dusk and before sunup, all bicycles must have light on front visible for 300'. ALSO a reflector on the rear. The reflector, when in the lights of a vehicle, must relfect for a distance of at least 300'.

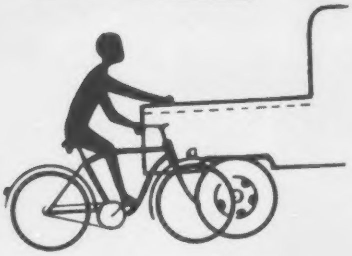
TRAFFIC LAWS - Sec. 21050 V. C. All traffic laws which apply to vehicles also apply to bicycles and bicycle riders, re rules of the road.

HORNS OR SIRENS - Sec. 2700-27002 V. C. No vehicle shall be equipped with nor shall any person use upon a vehicle any siren except as permitted in this subdivision. Any authorized emergency vehicle may be quipped with a siren... but such a siren shall not be used except when such vehicle is operated in response to an emergency call... the driver of such vehicle shall sound said siren when necessary to warn pedestrians and other drivers of the approach thereof.

RIDING ON MOTORCYCLES AND BICYCLES - Sec. 80.27 L. A. M. C. A person operating a motor cycle or bicycle shall not ride other than upon the permanent and regular seat attached thereto, nor carry any other person upon such motorcycle or bicycle other than upon a firmly attached seat to the rear of the bicycle other than as above authorized.

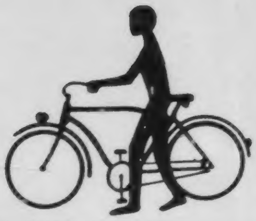
m. Ask the children to match the pictures with the slogans.



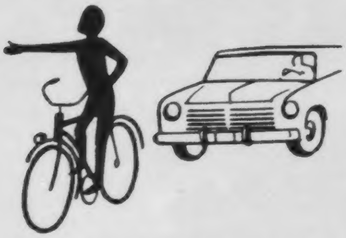


WALK ACROSS
HEAVY TRAFFIC
INTERSECTIONS

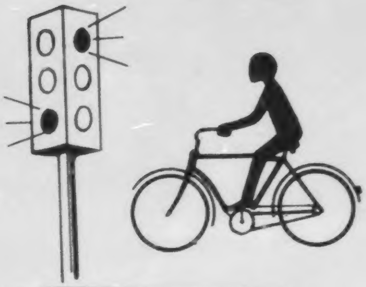
DON'T CARRY
RIDERS
This is a quick way
to wreck your bike.



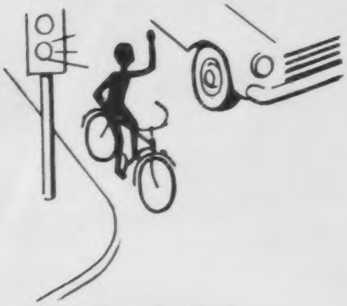
NEVER HITCH A
RIDE ON A
CAR OR
TRUCK



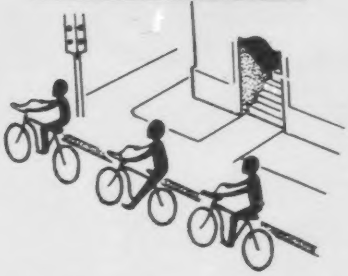
KEEP TO
THE
RIGHT
Groups should
ride in single file.



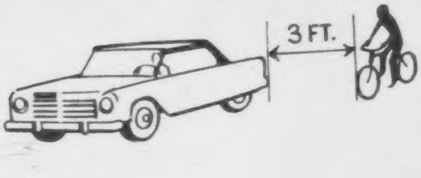
KEEP SAFE DISTANCE FROM
PARKED CARS



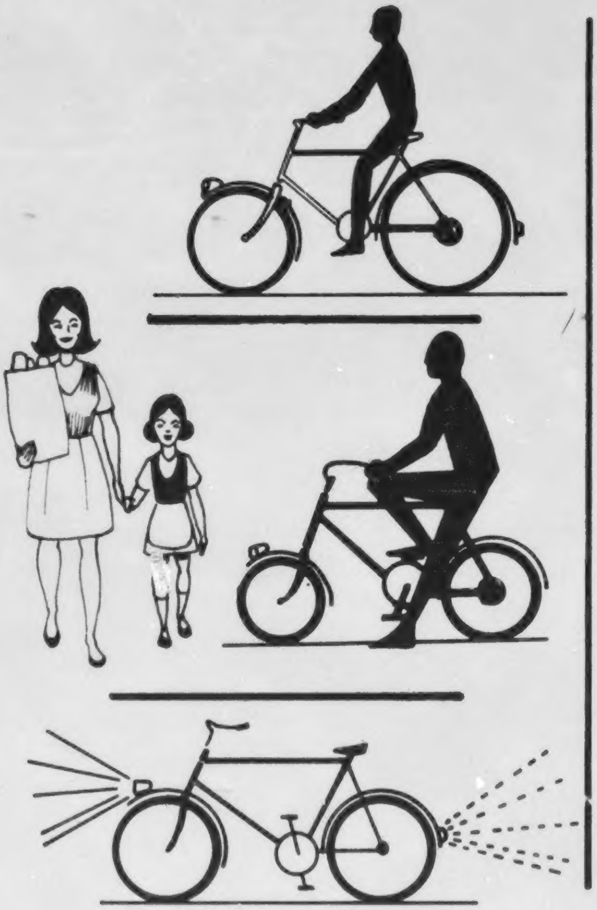
MAKE TURNS
FROM THE
PROPER
LANES



OBEY ALL
TRAFFIC
SIGNALS
Red and Green lights.
One-Way streets.
Stop signs.



KNOW THE RULES
OF THE ROAD
Give proper arm signals.
It will help keep the
fenders on your bike.



ALWAYS BE ALERT
Keep your eyes and mind
on the road.

ALWAYS BE COURTEOUS
Courtesy to others
means safety
to all.

KEEP YOUR BIKE IN
GOOD CONDITION
White light on front.
Red signal on rear.

n. Discuss with the class rules for skillful and safe cycling. Pupils will answer Yes or No to the questions.

Do I ride in a safe place and keep off busy streets until I can ride well?
Do I obey all traffic signs?
Do I have a bell, horn, or other warning device?
Do I have a red tail light or red reflector?
Do I give proper arm signals before turning?
Do I ride on the sidewalk?
Do I give pedestrians the right of way?
Do I slow down at corners and watch carefully?
Do I ride by myself on my bicycle?
Do I tie packages or books to the handle bars?
Do I carry packages or books in a rack or basket?

Do I coast into streets from driveways?
Am I alert when riding past parked cars?
Do I hitch on to a moving vehicle?
Do I use both hands to guide my bicycle?
Do I keep to the right and close to the curb?
Do I ride facing traffic?
Are my handle bars and saddle adjusted to fit me?
Do I wear white or light-colored clothing at night?
Do I avoid left turns in heavy traffic?

o. Complete the study on bicycle safety by asking the children to answer questions concerning rules for bicycle riders.

1) Why do we obey traffic signals?

Traffic signals are installed for protection of everyone. We must make boulevard stops and wait our turn, along with others.

2) Why do we use correct hand signals?

Persons and traffic around us will know by our hand signals what we intend to do and the direction we wish to turn.

3) Why do we ride one on a bicycle?

A passenger may interfere with the safe riding of the bicycle, such as losing one's balance; catching a heel or trouser leg in the spokes of the wheel; or blocking the view of the rider.

4) Why is riding on the sidewalk against the law?

The outstanding danger in riding on the sidewalk is that the bicycle may hit someone, or interfere with his right-of-way. (Cars do not drive on sidewalks. Neither do bicycles.)

5) Why do we ride in the street?

All bicycles move with the traffic, as near as possible to the right-hand curb. Riding two bicycles abreast is dangerous. Always ride single file.

6) Why should bicycles be licensed and registered?

Of the bicycles lost or stolen, the police recover an average of eight out of ten IF they are licensed and registered with the department.

7) Why are lights required for night riding?

We should be certain that we are seen by drivers at night. We should wear something white or light in color and have a white light on the front of the bicycle which must be seen by drivers from a distance of 300 to 500 feet. A red light or reflector should be mounted on the rear of a bicycle. Lights must be turned on and working from 30 minutes after sunset until 30 minutes before sunrise.

8) Why do we safety-check our bicycles?

We should keep our bicycles mechanically sound to make sure that accidents are not caused by failure of the brakes or other parts of the bicycle.

REVIEW

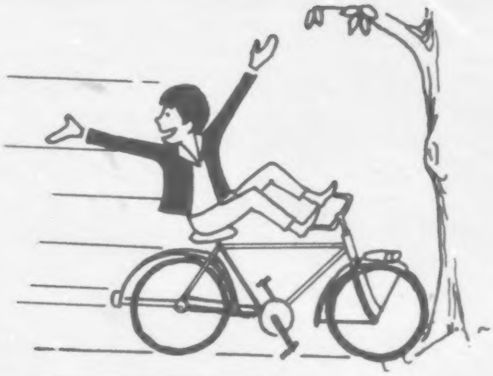
What Have You Learned?

1. Answer the following statements by putting and X in the True or False box.

	TRUE	FALSE
1. White is a good color to wear riding after dark.		
2. You should ride at least 3 feet away from parked cars.		
3. It's safe to carry a passenger so long as he rides on the carrier behind the driver.		
4. You signal for a left turn by holding your left hand out straight.		
5. Hand signals for bike drivers are the same as for auto drivers.		
6. You should always ride your bike with the traffic.		
7. Your bike's headlights should be visible from 500 feet away.		
8. A skilled bike driver doesn't need to walk his bike through heavy traffic.		
9. The hand signal for a right hand turn is pointing your right arm straight to the right.		
10. Riding in a group, you should travel in single file, even when traffic is light.		

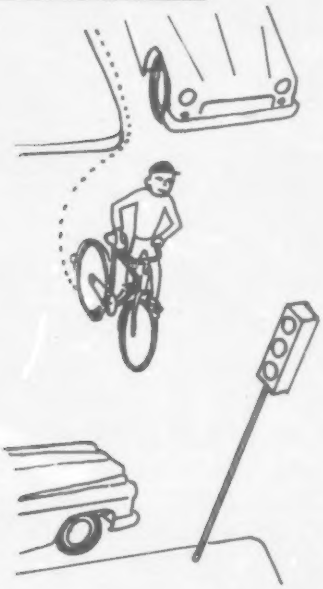
2. Match the pictures with the safety slogans.

a. Walk it across.



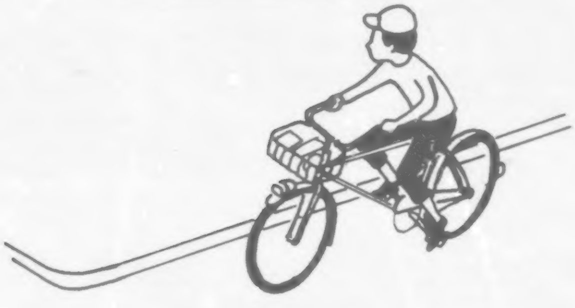
b. Ride single file.

____



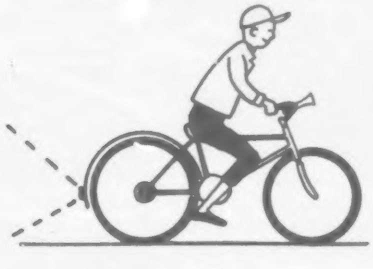
c. Light up at night.

____



d. Showoffs aren't smart.

____



SAFETY HELPERS

Learning Objectives

1. Become familiar with the work of the policeman.
2. Become familiar with the work of the crossing guard.

Suggested Learning Activities

1. Have the pupils discuss and plan activities to learn more about the policeman. (1)
    a. Learn poems about the policeman. Examples:

I'm the Police Cop Man, I Am

I'm the police cop man, I am, I am.
Cars can't go 'till I say they can.
I stand in the middle of the street,
        I do.
And tell them to go when I want
        them to.
Whizzing taxis and automobiles
Trotting horses and clattering wheels,
And rumbling, grumbling huge big
        trucks
And even the lazy old trolly car
Can't go very far
        When up goes my hand
                and
"Traffic stop", says the traffic cop.
Then many little children's feet
Go hippity across the street.

Margaret Morrison

My Policeman

He is always standing there
At the corner of the Square;
He is very big and fine
And his silver buttons shine.

All the carts and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

Once I wasn't very good
Rather near to where he stood,
But he never said a word
Though I'm sure he must have heard.

Nurse has a policeman too
(Her's has brown eyes, mine has blue),
Her's is sometimes on a horse,
But I like mine best of course.

Phyllis McGinley

Poems About Policemen

P's the proud policeman
with buttons polished neat.
He's pleased to put his hand up
When you want to cross the street.
By daylight he protects you;
He protects you through the dark.
And he points the way politely
To the playground or the park.

Phyllis McGinley

The Policeman

He never used to notice me
When I went by, and stared at him.
And then he smiled especially,
And now he says, "Hello there, Jim."

If he becomes a friend of mine,
And I learn all I ought to know,
Perhaps he'll let me turn the sign
And make the people Stop! and Go!

Marjorie Seymour Watts

b. Learn a song.

To the tune of "I've Been Working on the Railroad"

You must be your own policman,
Use safety all the time.
Cars that may be coming toward you,
Cannot stop on a dime,
There are signals there to help you,
Yellow, green, and red.
You must be your own policeman,
Always use your head.

c. Motivate a discussion of policemen by asking questions.

1) Do you know who this man is?
2) Is he your friend?
3) How does he help you go to school safely?
4) Why do we have policemen?
5) Is he an important person?
6) Would you like to be a policeman? Why?
7) What do you have to know in order to become a policeman?
8) What does the policeman do in your community?

d. Illustrate one duty of the policeman.
e. Talk about the tools used by the policeman to protect citizens.
f. Develop a reading chart on the ways a policeman helps us.
g. Play the game Lost Child.

    1) One person is the policeman.
    2) To get home the lost child must be able to tell the policeman his name, address, and telephone number.
    3) Alternate the policeman.

2. Have the pupils talk about and conduct activities concerning the school safety patrol. (2)

    a. Discuss the safety patrol boy or girl as the policeman's helper.
    b. Write an experience chart on the duties of the safety patrol pupil.
    c. Learn how one becomes a safety patrol boy or girl.
    d. Allow pupils to fill in an application blank for membership in the Safety Patrol Club.

Safety Patrol Club

Name ______________________________

Date ______________ Address ______________________
(street)

____
(City) (State) (Zip)

Room ______________ Age ______________

    e. Discuss how does the safety patrolman's duties differ from the duties of the policeman?

3. Allow the pupils to talk about and conduct activities concerning the school crossing guard. (2)

    a. Compare the duties of the crossing guard, safety patrol, and policeman.

b. Develop a list of courtesies to be shown to a crossing guard.
c. Develop a skit which demonstrates how the crossing guard may help keep the children safe from injury.
d. Draw pictures illustrating how the crossing guard aids boys and girls.
e. Talk about the requirements in order for one to become a crossing guard.

4. Ask children to illustrate the safety helpers. (1)(2)

a. Explain their duties.
b. Tell something about the requirements to become a safety helper.
c. Tell how the safety helpers assist people in the community.
d. Make talks in other classrooms about safety helpers.
e. Put their drawings up on the bulletin board.

REVIEW

What Have You Learned?

1. Each of the following sentences is either true or false. After each sentence, you will see the words true and false. If a sentence is true, circle the word true. If a sentence is false, circle the word false.

   a. The policeman is pleased to put his hand up when you want to cross the street. True False

   b. The policeman protects you both day and night. True False

   c. You and the policeman are friends. True False

   d. The policeman sometimes has to risk his life to protect us. True False

   e. The policeman helps you to go to and from school safely. True False

   f. Someday I may become a policeman. True False

2. Place the number of each sentence under the correct heading or headings.

Policeman	Safety Patrol	Crossing Guard

1. This person works for the community or city.
2. Bill belongs to the Safety Club.
3. This person is usually a lady.
4. Mary only works when children are going to and from school.
5. Officer Jones wears a uniform and carries a gun to protect us.
6. A good citizen at school may become one.
7. This person is our friend.
8. We are helped across the street by our friends.
9. His main job is to protect citizens from danger.
10. This person does not receive pay but likes to do his job.
11. Mrs. Smith carries a stop sign.
12. Jose wears an arm band and white straps.
13. Sometimes he rides a motorcycle or rides in a helicopter.
14. We must show respect for this person.

SECTION III:

UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

SAFETY PRACTICES IN THE CLASSROOM
SAFETY PRACTICES ON THE PLAYGROUND
SAFETY PRACTICES IN OTHER PARTS OF THE SCHOOL

SAFETY PRACTICES IN THE CLASSROOM

Learning Objectives

1. Know the traffic patterns.
2. Learn the proper use of tools, equipment, and supplies.
3. Learn the procedures for emergency drills.
4. Know the bell signals.

Suggested Learning Acticities

1. Discuss with the children and have them practice the traffic patterns to be used in the classroom. (1)
    a. Drills
    b. Work activities
    c. Changing groups
    d. Dismissals
    e. Procedures for lining up and passing.
2. Talk about the meaning of the word accident. (1)(2)(3)(4)
    a. Discuss how accidents may happen in the classroom and on the playground.
    b. Make a list of safety practices which may prevent some accidents.
        1) Walk down stairs.
        2) Sit properly in the chair.
        3) Use a step stool or ladder to reach books.
        4) Hang your clothes properly.
        5) Tie your shoelaces.
        6) Clean up spilled paint.
3. Have the class develop a list of class rules. Example: (1)(2)(3)(4)

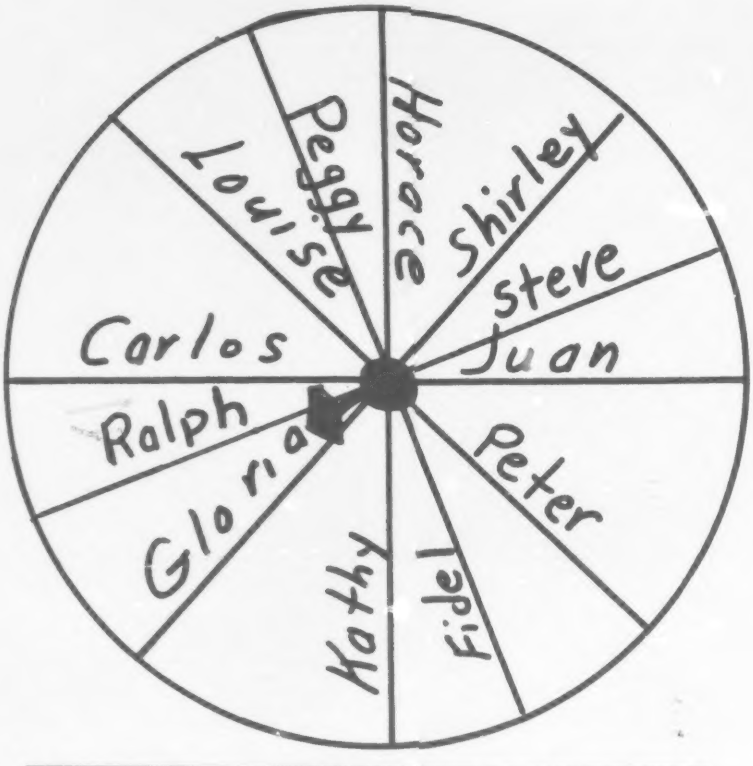
Our Rules

1. We work quietly.
2. We take turns.
3. We put things away.
4. We help each other.
5. We obey school rules.
6. We are polite.

4. Allow the children to select daily or weekly helpers. Keep a chart (1)(2) of their duties.

   a. Place children's name on a wheel and move the arrow everyday. The child for that day is responsible for all the classroom duties. or

   b. Select monitors and have each one perform a particular duty.

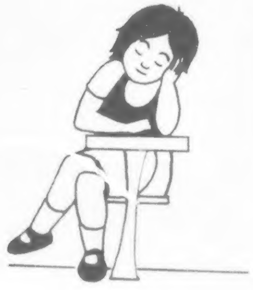

Peggy
Horace
Shirley
Steve
Juan
Peter
Fidel
Kathy
Gloria
Ralph
Carlos
Louise

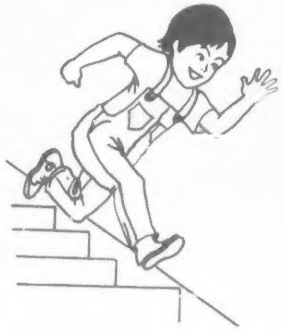
Class President

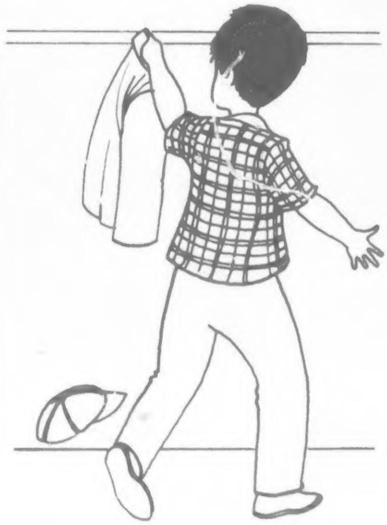
Our Helpers

Flag	
Boy's Line Leader	Allen
Girl's Line Leader	Raye
Waste basket	Donna
Ball	Mike
Library	Jimmy
Plants	Tim
Animals	Marie
Chalkboard	Jay
Messenger	Russell

5. Have pupils look at pictures and find the things that could cause accidents. (1)(2)(3)(4)







6. Have the class practice safe ways of walking as a group in school. (1)(3)(4)

    a. Review and talk about some of the reasons why walking safely in the school building, classroom, and playground is important.
    b. Practice lining up for recess, passing to their play area, and lining up in the assembly area.

7. Give the children the opportunity to demonstrate and practice the safe way of passing pencils, scissors, sharp and pointed objects. (2)

8. Give children the opportunity to demonstrate and practice the safe way of carrying chairs to the reading group and to centers. (2)

9. Have a committee inspect the classroom and look for hazards. Examples: (2)
    a. Desks too close
    b. Paper not piled neatly
    c. Oily rags in closets
    d. Not enough space between aisles
    e. Flammable paper in closets
    f. Top missing from can of varnish
    g. Water on the floor
    h. Books, paper, and pencils on the floor

10. Ask the pupils to elect a committee to plan the removal of dangerous objects and hazards from the classroom. (2)

11. Allow the children to make a ROOM SAFETY BOOK (2)

    a. Collect pictures, poems, and stories.
    b. Paste them in the book.
    c. Read the stories and poems to the class.
    d. Share the book with other rooms.

12. Have the children listen to and explain carefully all bell signals. (3)

  a. Recess, lunch, dismissal
  b. Earthquake and emergency drop drills
  c. Take cover drill
  d. Fire drill

13. Conduct with the class the various types of drills using a classroom bell. (3)

14. Have the children practice the proper procedures for emergency drills. (4)

  a. Earthquake and emergency drop drills
  b. Take cover drill
  c. Fire drill

15. Discuss with the class what to do if there is a fire or emergency drill when the pupil is out of the room or in the cafeteria, bathroom, or library. (4)

16. Ask the children to make posters to illustrate the proper procedures for a fire drill. Chart the various titles of the posters. Examples: (4)

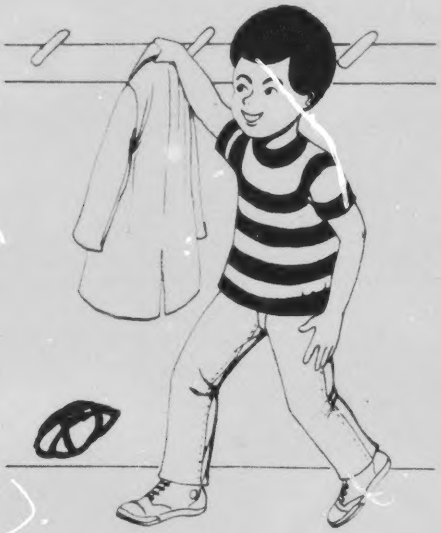
  a. Walk, do not run.
  b. Stay with the others.
  c. Keep quiet.
  d. Pass quietly and quickly to assigned area.
  e. Listen to directions from the teacher.

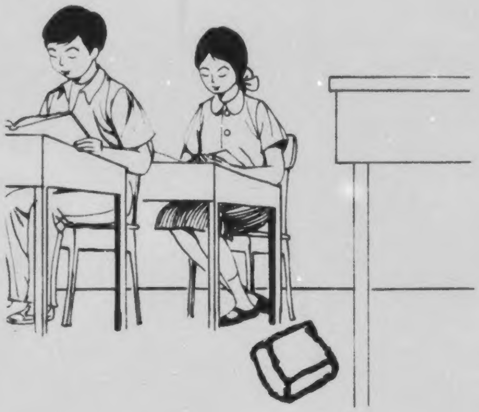
REVIEW

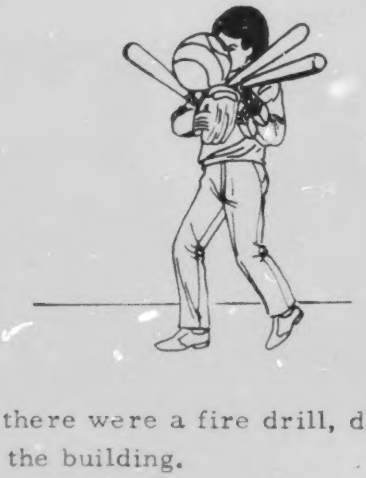
What Have You Learned?

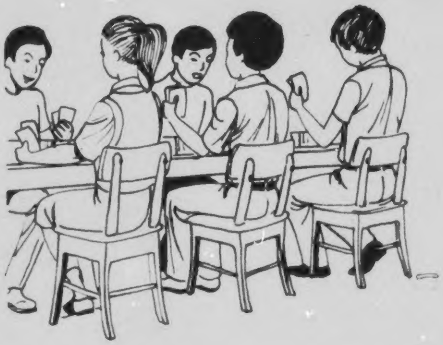
1. Point out a hazard in the classroom and tell how to correct the hazard. (The teacher will purposely set up various hazards throughout the room.)

2. Here are some pictures. Tell how you would correct the hazards you see.









3. If there were a fire drill, demonstrate what you would do to get out of the building.

SAFETY PRACTICES ON THE PLAYGROUND

Learning Objectives

1. Play in assigned area.
2. Use playground equipment properly.
3. Follow game rules.

Suggested Learning Activities

1. Have the boys and girls make posters illustrating factors which make a place safe or unsafe for play. (1)
2. Ask the class to elect a CLEANUP COMMITTEE to remove dangerous objects from assigned play areas. (1)
   a. Conduct "Litter Bag Clean Up Day."
   b. Make litter bags for class and for family car.
3. Have the class view the filmstrip "Safety at Play." (1)(2)(3)
4. Take the pupils on a walk to the play areas to examine the space and equipment. (1)(2)(3)
   a. Discuss use of the equipment.
   b. Discuss rules for safe play.
5. Have the children role-play the safe way to play with younger children. (1)(2)(3)
6. Teach the boys and girls poems about play and some of the games. (1)(2)(3)
   Examples:

Bounce The Ball

Bounce the ball, bounce the ball,
Throw the ball to me,
Catch the ball, bounce the ball,
Bounce it one, two, three.

— M. Pearl Lloyd

My Day

Rain or shine,
The day is mine.
Now, what shall I do
With my day?

I'll think,
And think,
And think,
And then
I'll play,
And play,
And play,

Barbara Young

Skipping Rope

1st Group
A hoppity skip and jump for me
And a hoppity skip for you.
Hoppity skip and hoppity jump.
The jolliest fun to do.

All
Over, under;
Over, under;
Hoppity, you and me.

2nd Group
It's hoppity skip and hoppity jump;
It's hoppity skip we go.
A hoppity skip and hoppity jump,
Like a rollicking ranchero.

All
Over, under;
Over, under;
Hoppity skip, heigh ho!

Flora Schrack

Rope Skipping

Turn the rope,
Turn the rope,
One, two, three;

Skip the rope,
Skip the rope,
Turn the rope for me;

Swing the rope,
Swing the rope,
Eight, nine, ten;

Twirl the rope,
Twirl the rope,
Over the rope again.

Ruth Large

Skipping

If you can skip
On the tip of your toes,
I'll give you a ribbon
To tie into bows
Skip! skip!
For everyone knows:
It's easy to skip
On the tip of your toes.

Ruth Large

Swings

One swing,
And two swings,
And three swings,
And four swings,
And now it's time to stop.

Satis N. Coleman

7. Have the children practice going to and from game areas (1)

8. Have pupils make posters to illustrate safe ways to use playground equipment. (2)

9. Give pupils the opportunity to demonstrate the safe ways of using playground equipment. (2)

10. Ask the pupils to develop chart stories about using equipment safely. (2)

11. Permit the children to paint pictures of themselves playing on a favorite piece of equipment. (2)

12. Develop with the class a list of courtesies in playing together. Discuss what we mean by cooperation (2)(3)

13. Talk with the class about such things as: (1)(2)(3)

    a. Dangers of rough play.
    b. A play bully and how he encourages unsafe practices at play.
    c. A stray animal coming into the play area or on the playground.
    d. A stranger coming into the play area.

14. Have the class develop a skit showing an accident or injury occuring during play. Ask the children to demonstrate the necessary action needed to help the injured person. (1)(2)(3)

15. Talk with the class about terms such as area, unsafe, safe, precaution, and rules. (1)(2)(3)

16. Let the pupils demonstrate and practice how to store play equipment. (2)

17. Discuss with the class specific play situations. Examples: (2)(3)

    a. How to drop a bat
    b. Safe play with ropes
    c. Tagging a person
    d. Running after a ball
    e. How to swing on the rings
    f. Position of kicking foot in the circle
    g. Lining up for the use of the tetherballs

18. Have the class chart rules for the daily games. Review the rules before going out to recess and physical education. (2)(3)

- a. Talk with the class about why rules are necessary.
- b. Compare rules of the various games.

19. Have the class draw up a list of qualities for a good leader. (3)

- a. Discuss the importance of setting a good example for younger children.
- b. Role-play to show how pupils are helped by those in authority, such as the umpires, captains, and playground leaders.
- c. Talk about accepting group decisions.

20. Have the pupils answer "Yes" or "No" to the following statements. (1)(2)(3)

		Yes	No
1.	I follow all school rules and standards		
2.	I play only in my game area.		
3.	I am a good sport.		
4.	I walk across the yard and avoid running unless I am in a game.		
5.	I obey the yard teacher.		
6.	I wait for my turn.		
7.	I set a good example for others.		
8.	I line up to take a drink at the fountain.		
9.	I do not ride my bicycle on the playground.		
10.	I keep my hands to myself.		
11.	I stop playing when the recess bell rings.		
12.	I follow the rules of the game.		
13.	I avoid jumping except in a game. I avoid climbing except on game apparatus.		
14.	After recess I go directly to my roon without playing on the way.		

REVIEW

What Have You Learned?

1. Answer "True" or "False" to the questions.
   - a. I must follow school rules and standards.
   - b. I play in any game area.
   - c. I am a good sport.
   - d. I run across the yard.
   - e. I walk only in the game area.
   - f. I only obey the yard teacher.
   - g. I wait for my turn.
   - h. I push to take a drink at the fountain.
   - i. I keep my hands to myself.
   - j. I stop playing when the recess bell rings.
   - k. I like to play with my own rules.
   - l. I try to set a good example for younger children.
2. Draw a picture showing the proper use of one piece of playground equipment.

SAFETY PRACTICES IN OTHER PARTS OF SCHOOL

Learning Objectives

1. Learn appropriate behavior for using other school facilities.

2. Avoid accidents.

Suggested Learning Activities

1. Discuss with the class the importance of good safe habits on school premises. (1)(2)

   a. Rest room
   b. Drinking fountain
   c. Hallways and Stairs
   d. Offices
   e. Lunch benches
   f. Cafeteria
   g. Library

2. Take the class on a tour of the school building. Talk about the safety rules and regulations which may be unique to the school (1)(2)

3. Teach the pupils the song, "Racing Down the Hall." (1)(2)

Racing Down The Hall

If a body meet a body
Racing down the hall,
If a body bump a body,
There will be a file.
Every lassie, very laddie
Must be full of care
Or someone's going to crack his head
And have a bump to wear!

4. Let the children develop standards for hall conduct. (1)(2)

5. Allow children to role-play scenes of accident hazards in school halls. (1)(2)

   1) Running
   2) Playing tag
   3) Opening and closing doors
   4) Teasing
   5) Walking on wrong side of hall

6. Discuss with the boys and girls why it is important to know the right way of using stairs. (1)(2)

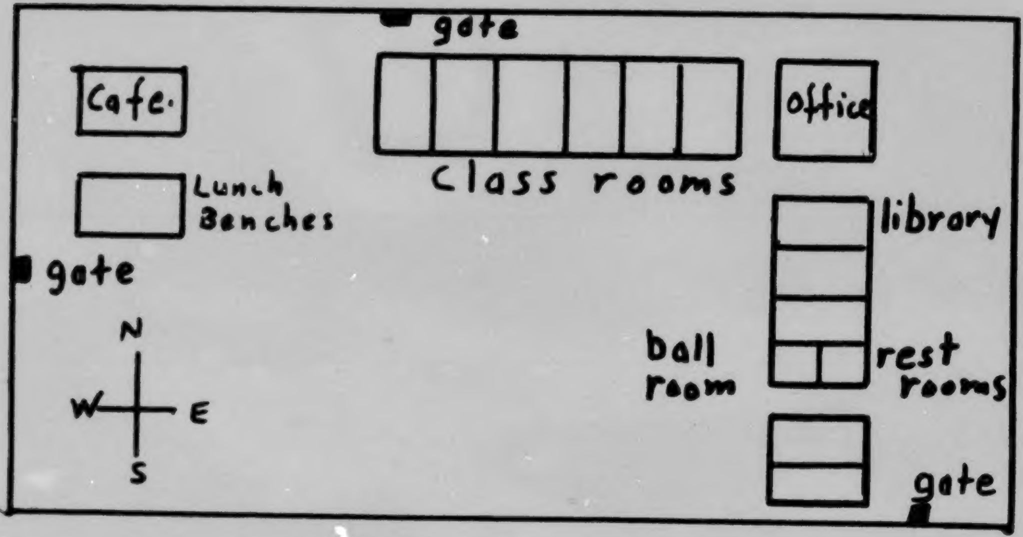
   a. Demonstrate the proper way of walking up and down stairs.
   b. Formulate a list of standards with the class.

7. Allow the pupils to paint murals for the school corridors and library regarding proper safety habits. (1)(2)

8. Motivate the boys and girls to write experience stories. (1)(2)

9. Ask the children to make a map of the school pointing out the areas where pedestrian traffic flow is the heaviest. (1)(2)

   a. Discuss why the problem exists.
   b. Discuss how to remedy the problem.
   c. Discuss individual responsibility for safe behavior.
   d. Discuss citizenship standards.



10. Have the class learn games for after school play. Talk about the points of safety which should be practiced while playing games. (1)(2)

   a. Talk about suitable places for playing certain indoor and outdoor games.
   b. Discuss the dangers of playing tag in the street.
   c. Talk about the danger of playing in unfamiliar areas.

11. Permit the boys and girls to chart ways to avoid accidents. Example: (1)(2)

Learn to Avoid Accidents

1. Walk at all times.
2. Avoid chasing others.
3. Refrain from lifting and carrying others and heavy objects.
4. Use tools and equipment properly.
5. Refrain from standing on chairs.
6. Refrain from pushing in line.
7. Avoid tripping and teasing others.
8. Walk in center of halls.
9. Pass to the right.

12. Have the children answer "Yes" or "No" to the following standards. (1)(2)

School Safety Standards

		Yes	No
1.	I keep quiet in halls.		
2.	I go to the room without wasting time.		
3.	I help to keep the line straight and quiet.		
4.	I keep my distance at the drinking fountain.		
5.	I stay on one side of the stairs.		
6.	I go up stairs one step at a time.		
7.	I use hand rails for safety.		
8.	I obey monitor s.		
9.	I leave the table and lunch area clean.		
10.	I wait quietly until excused.		
11.	I speak in a low voice.		
12.	I walk around game areas when going to lunch.		
13.	I walk my bicycle out of the gate.		
14.	I walk out proper doors and gates.		

REVIEW

What Have You Learned?

Answer True or False. You are setting a good example when you:

True False

1. Push in line while waiting for a drink.
2. Walk up the stairs.
3. Clean up around the lunch benches.
4. Run to the play area.
5. Push the door closed.
6. Race down the long clear hall.
7. Tease Billy and Ken in the hall.
8. Run into the street after the ball without looking.
9. Run between parked cars.
10. Throw paper on the bathroom floor.
11. Use a baseball bat to chase someone.
12. Stand on chairs to reach books.
13. Obey the captains, umpires, and monitors.
14. Ride the bicycle across the playground.
15. Keep feet under the desk.

POINT OF VIEW
HEALTH

Health is one of the primary goals of education. Health education will help children develop a way of living which will achieve effective, happy, and mature behavior. There is a need for much emphasis on health instruction with mentally retarded children. It may be necessary for the school program to provide the essential health practices which have been neglected by the home. The program identifies the needs and interests of the pupils and meets these needs and interests through specific health lessons, incidental learnings, and integration with other subjects. Although the primary responsibility for the health of the children rests with the parents, it is necessary for home, school, and community health and welfare agencies to work together if each pupil is to achieve and maintain his maximum potential in health. It should be pointed out that school health education reinforces and supplements the efforts of the home. Good classroom instruction may be able to exert a positive influence in the development of health habits and practices that will aid the educable mentally retarded and the family toward a more healthful living.

Throughout the school health program the teacher will provide opportunities for children to gain an understanding of:

Cleanliness and grooming
Nutrition
Emotional health
Growth and development
Prevention and control of disease
Community and consumer health
Drug education

The educable mentally retarded must be helped to see that the health concepts which are learned in the classroom have broad application to daily living outside of the classroom.

SECTION IV:

DEVELOPING DESIRABLE PERSONAL HEALTH PRACTICES

PERSONAL CLEANLINESS
GOOD GROOMING
DENTAL CARE
CARE OF THE EARS, EYES, AND NOSE

PERSONAL CLEANLINESS

Learning Objectives

1. Know when to wash and bathe.
2. Learn proper washing and bathing habits.
3. Learn the importance of proper drying.

Suggested Learning Activities

1. Discuss with the class the need for washing and bathing. (1)

    a. After getting up
    b. Before eating or handling food
    c. After work or play
    d. After using the bathroom
    e. Before going to bed

2. Have pupils tell how their pets keep clean. Read to the class stories about how other animals keep clean. Ask a child to bring a pet to school and to demonstrate how he keeps it neat and clean. (1)

3. Have pupils develop a personal cleanliness check list for daily use in the classroom. The teacher should check the list and counsel pupils who may have problems in body care. (1)

    Examples:

    My hair is combed.
    My face is clean
    I washed my face and nails.
    My clothes are neat and clean.
    My shoes are clean.

4. Provide opportunities for pupils to wash hands after play, before eating lunch, and after using the bathroom. (1)

5. Allow pupils to cut out, mount, and label pictures of people washing themselves. (1)

6. Make a mobile of paper hands, soap, water, and towel. Balance the mobile on a coat hanger. This will help pupils to identify the toilet articles needed for washing and bathing. (1)

7. Make an exhibit of items used in keeping self clean, such as soap, towels, hair brushes, wash clothes, tooth brushes, and nail file. Label the items. (1)
    a. Invite classes to view the exhibit.
    b. Arrange for the pupils to give demonstrations and to talk to the visitors.

8. Discuss how washing before bedtime helps prevent the spread of germs and helps one to have a restful sleep. (1) (2)

9. Have the pupils compile a personal cleanliness dictionary of words pertaining to cleanliness and appearance. (1)(2)

10. Arrange for the school nurse to come to talk to the class about personal cleanliness. Have the pupils write a class invitation. (1)(2)(3

11. Have pupils demonstrate washing hands using water only and then using soap and water. Compare, which is dirtier? Whose hands are cleanest? (1) (2)

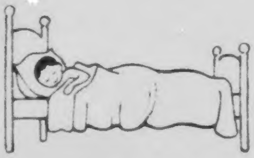
12. Have pupils make posters illustrating good habits of personal cleanliness. (1)(2)(3

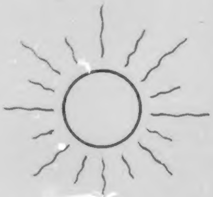
13. Ask children to recognize and name toilet articles, such as (1)(2)(3

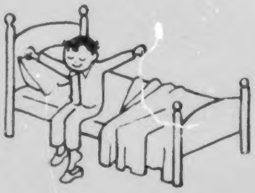
a. Toothpaste
b. Toothbrush
c. Soap
d. Nail file
e. Comb
f. Washcloth
g. Towel

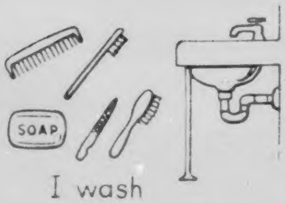
14. Allow children to dramatize or pantomime morning routine. Pictures may be used to motivate the children. (1) (2)

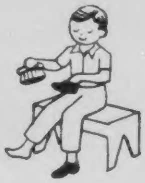
15. Have the children put a picture story concerning morning routine in sequence. Examples: (1) (2)

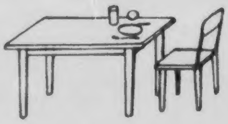


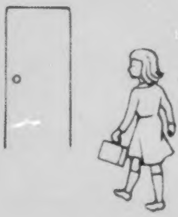


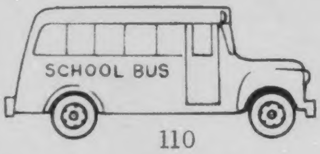


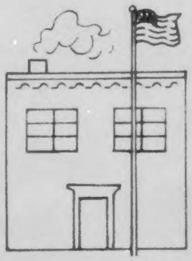












16. Read the poem, "I Woke Up This Morning", to the class. Have the pupils compare their morning routine with that of the poem. (1)(2)(3)

I Woke Up This Morning

I woke up this morning
At quarter past seven.
I kicked up the covers
And stuck out my toe.
And ever since then
(That's a quarter past seven)
They haven't said anything
Other than "No."
They haven't said anything
Other than "Please, dear,
Don't do what you're doing,"
Or "Lower your voice."
Whatever I've done
And however I've chosen,
I've done the wrong thing
And I've made the wrong choice.
I didn't wash well
And I didn't say thank you.
I didn't shake hands
And I didn't say please.
I didn't say sorry.
When passing the candy
I banged the box into
Miss Witelson's knees.
I didn't say sorry.
I didn't stand straighter.
I didn't speak louder
When asked what I'd said.
Well, I said
That tomorrow
At quarter past seven
They can
Come in and get me.
I'm Staying In Bed.

Karla Kuskin

17. Read to the class the finger play "Keeping Healthy." (1)(2)(3)

Keeping Healthy

Here is my little washcloth,
Here is my bar of soap.
This is the way I wash my face,
Until it's clean, I hope.
This is the way I brush my teeth,
Until they are so white.
I drink my milk, and eat my cereal
So when at school I feel just right.
Here is Johnny, ready for bed,
Down on the pillow he lays his head.
He pulls up the covers over him tight,
This is the way he sleeps all night.
Morning comes, the sun is bright,
Back with a kick the covers fly.
He jumps up and gets dressed
And goes to school to play with the rest.

18. Allow children to participate in finger plays. (1)(2)(3)

19. Teach the children songs, poems, and riddles about personal cleanlines. (1)(2)(3)
Examples:

Since

Since I must take a bath
I'm glad that my nose
Isn't long like the kind
That an elephant grows,
And I haven't a neck
Like a spotted giraffe,
Or an ostrich's neck. . .
Or even a HALF,
And I'm glad, as to legs,
That I have only two
Instead of the number
That centipedes do.

Aileen Fisher

Any Way You Put It

Food and sleep and work and play
are a must for every day:

Sleep and work and play and food
keep our strength and pep renewed

Work and play and food and sleep
make us want to laugh and leap.

Play and food and sleep and work
show where health and vigor lurk.

They're a must for every day__
food and sleep and work and play.

Saturday Morning

Please let's stop
At the barbershop
And cut my hair
For a lollipop.

Myra Livingston

It Tickles

It tickles
when I brush
my teeth.
Not on top,
But underneath.
Myra Livingston

Naughty Soap Song

Just when I'm ready to
Start on my ears,
That is the time that my
Soap disappears.

It jumps from my fingers and
Slithers and slides
Down to the end of the
Tub, where it hides.

And acts in a most diso-
Bedient Way
And that's why my soap's
Growing
Thinner each day.

Dorothy Aldis

Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush, the mulberry bush;
Here we go round the mulberry bush,
So early in the morning.

This is the way we wash our face---
This is the way we comb our hair---
This is the way we brush our teeth--
This is the way we blow our nose---

Children move in circle in first
stanza, then stand and imitate
the activity suggested by the
words in the following stanzas.

See, I Can Do It

See, I can do it all myself
With my own little brush!
The tooth paste foams inside my mouth.
The faucet waters rush.

In and out and underneath
And round and round and round:
First I do my upstairs teeth
And then I do my down---

The part I like the best of it
Is at the end, though, when I spit.

Dorothy Aldis

After A Bath

After my bath
I try, try, try
to wipe myself
till I'm dry, dry, dry.

Hands to wipe
and fingers and toes
and two wet legs
and a shiny nose.

Just think how much
less time I'd take
if I were a dog
and could shake, shake, shake.

Aileen Fisher

Dirt

Dirt is fine:
For gardens and roads,
For worms and toads,
For puppy to dig-
And maybe for pig-
For cats
For rats
For night-flying bats,
For lambs
and clams
and even for dams,
For slugs and snails,
BUT
Under my nails,
Not mine!

Doris Hammer

Perfect Answers

1st: What should we brush that rhymes with wreath?
ALL: Teeth!
2nd: What should we wash that rhymes with vases?
ALL: Faces!
3rd: What should we use that rhymes with knots of rope?
ALL: Lots of soap!
4th: What should we scrub that rhymes with bands and buckles?
ALL: Hands and knuckles!

5th: What should we drink that rhymes with silk?
ALL: Milk!
6th: What should we chew that rhymes with ballad?
ALL: Salad!
7th: What should we eat that rhymes with feet and legs?
ALL: Meat and eggs!
8th: What should we shun that rhymes with high and handy?
ALL: Pie and candy!

9th: What do we need that rhymes with fun?
ALL: Sun!
10th: What should we watch that rhymes with planners?
ALL: Manners!
11th: What should we get that rhymes with sheep, sheep, sheep?
ALL: Sleep, sleep, sleep!
12th: What should we have that rhymes with stealthy rabbits?
ALL: Healthy habits!

Puppy And Me

A puppy digs and gets his paws
As dirty as can be,
I clean my nails and wash my hands
Till they both shine-just see!
I like to look my very best,
But not a bit cares he;
'Cause a puppy's just a puppy,
But me-well, I am me!

I look into the mirror and
My face looks back at me;
When it is clean and smiling
It's a sight I like to see.
But when I see some dust or dirt
That comes from work and play,
My face can't smile; so I just run
And wash the dirt away.

Doris Hammer

Fingers

The fingers are so sleepy.
It is time to go to bed.
Come little baby fingers,
And tuck in your little head.
Ring finger creep in slowly,
And next one that's tall and straight.
Come pointer finger hurry,
We never must be late.
The bed is plenty wide enough
For little mister thumb.

Hands

Hands, hands, hands,
We all have hands.
Yellow people, white people, and
black people,
All have hands.
Hands, hands, hands,
Strong hands, weak hands,
Big hands, little hands,
Hands, hands, hands.

20. Talk about ways to keep clean when traveling and when on vacation. (1)(2)(3)

21. Give children the opportunity to pantomine showing the proper ways to wash and bathe. (2)

22. Have pupils draw a picture of tools used to provide proper care for the nails, hair, and skin. (2)

    Discuss taking a warm or cold shower or bath. Talk about the best time for each. Emphasize the need for regular bathing.

23. Demonstrate the use of soap and water in washing hands, face, neck, and behind ears. (2)

24. Discuss the importance of leaving the bathroom clean and orderly. (2)

25. Discuss how to be clean when the taking of a daily shower or bath is not possible. Talk about how most animals practice some form of personal clealiness. Compare the various animals and how they keep themselves clean. (2)

26. Plan a bulletin board with the pupils and emphasize body care and cleanliness habits. Illustrate the bulletin board with pictures drawn by the pupils. (2)(3)

27. Read stories to the pupils with a theme of body care and cleanliness. Allow the pupils to illustrate the stories. (2)(3)

28. List on a chart and then illustrate ways the pupils can prevent germs from getting into their bodies. (2)(3)

29. Have the pupils make a list of things they do each morning that helps them feel and look clean and neat. (2)(3)

30. Have pupils talk about the causes of body odors and what can be done about the odors. (2)(3)

31. Discuss the use of a clean wash cloth and a clean towel. (3)

32. Talk about the reasons to dry thoroughly face, hands, behind ears, and between toes. (3)

33. Discuss the effects of improper drying upon hands and toes. (3)

34. Have pupils develop a list of instructions for the proper washing and drying of hands and face. Post the instructions near the sink. (3)

35. Demonstrate and practice drying hands and face using paper towels. (3)

36. Ask the pupils to tell the class how to take care of chapped lips or skin. (3)

37. Have the pupils list on the chalkboard the things they do each morning and each evening to improve their personal cleanliness. (1)(2)(3)

38. Allow pupils to use the classroom mirror to check their personal appearance. (1)(2)(3)

REVIEW

What Have You Learned?

1. Each of the following sentences is true or false. If the sentence is true circle the word true. If the sentence is false, circle the word false.

a. Before eating we usually wash our hands. True False

b. After using the bathroom we do not have to wash our hands. True False

c. We leave the bathroom clean and orderly. True False

d. It is not necessary to dry our toes thoroughly. True False

2. Show the class the proper way to wash hands and face.

3. Fill in the blanks with the right words from the word list.

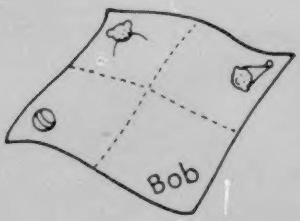
a. In keeping clean we use a______________to brush our teeth.

b. We use_________and __________to wash and bathe.

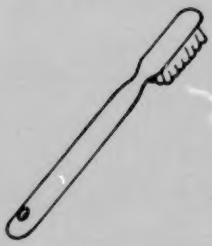
c. We use a______________to dry our body.

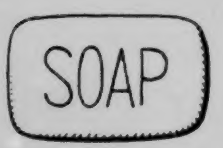
towel
toothbrush
nail file
soap
water
hair brush

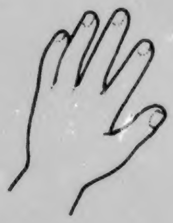
4. Match the picture with the correct name.



soap
toothbrush
washclothe
hand







GOOD GROOMING

Learning Objectives

1. Learn the proper care for hair and scalp.
2. Realize that care should be given to the nails.
3. Understand how to care for own clothing.
4. Know the proper use of tissue or handkerchief.

Suggested Learning Activities

1. Demonstrate the proper techniques for combing and brushing the hair. Emphasize the importance of brushing daily with a clean comb. Help children realize the importance of using their own comb and brush. (1)
2. Discuss the values of combing and brushing to the health of the hair and the scalp. Ask children to wash their hair frequently. (1)
3. Show children how to wash their comb and hair brush. Have the children draw a picture of a comb and brush and write a slogan for the picture. (1)
4. Give pupils the opportunity to write and experience story about the use of a comb. Example: (1)

   This is a comb.
   You use it every morning.
   You use it often to keep your hair neat.
   You keep it clean.
   You only use your own.

5. Talk about the fact that hair, like skin, must be washed regularly with warm water and soap to be healthy and clean. (1)
6. Have children make a leather holder or a paper holder for their personal comb. (1)
7. Talk about the importance of the barber and the beauty shop. Discuss going to the barber shop or the beauty shop. Have children relate their experiences. (1)
8. Ask pupils to tell the class about some of the television commericals they have seen about good hair grooming. (1)
9. Organize a Good Grooming Corner in the classroom. In the corner include shoe shining equipment, soap, paper towels, personal comb, and hairbrush. Have pupils label the items. Help the pupils determine the costs of the various items. Allow them to bring in ads from the local newspaper. (1)(2)(4)

10. Ask the pupils how they would wash and dry their hair. Compare the washing and drying of a boy's hair from that of a girl's. (1)

11. Establish a classroom drug store. Display good grooming aids. Have pupils use play money to buy items from the store. (1)(2)(4)

12. Give pupils the opportunity to draw pictures concerning good grooming activities which emphasize how hair, nails, and clothing improve one's appearance. (1)(2)(3)(4)

13. Allow children to tell the class what they do to look clean and neat. (1)(2)(3)(4)

14. Talk about the functions of the fingernails and the toenails. (2)

15. Demonstrate the proper way to clean and trim the nails. Show pupils how to use a nail file, clippers, and orange sticks. Have pupils practice nail care. Differentiate between care of fingernails and care of toenails. (2)

16. Make a poster illustrating the proper care of the nails. (2)

17. Ask the children to bring to class a manicure set if they have one at home. Demonstrate the use of the tools. (2)

18. Make a chart story which gives directions for the care of the fingernails and toenails. (2)

19. Chart a list of words which sound like nail. (pail, bail, fail, mail, rail,tail) (2)

20. Talk about the reasons people bite their nails. Discuss the harmful effects of nail biting. (2)

21. Demonstrate and have pupils practice the proper way to fold and place clothing on hangers. (3)

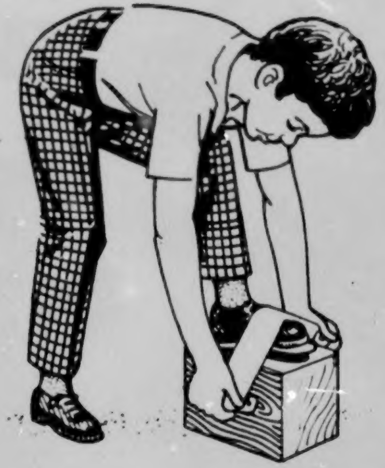
22. Discuss with the class the proper care for clothes at home and at school. (3)

23. Have children practice placing clothes on hangers in the classroom. Allow the children to make labels to place above the hangers. (3)

24. Talk about the importance of changing clothes frequently. Teach concepts of time, such as daily, often, frequently, weekly, and monthly. Make a chart listing items of clothing and how frequently they should be changed. (3)

25. Teach children to lace and tie shoes. (3)

26. Demonstrate and have children practice how to polish and care for shoes. (3)



27. Have the pupils make wooden shoe boxes for shoe shining materials. Review the concepts of inch and foot. Provide time for children to shine shoes. (3)

28. Have pupils tell how they help with the washing and ironing of clothes at home. (3)

29. Discuss costs of cleaning clothes compared with cost of replacement. (3)

30. Help pupils plan a puppet show about choosing and caring for clothes. (3)

31. Encourage children to collect samples of clothing fabrics. Soak pieces in water to find out which dry the quickest. (3)

32. Compare the different types of clothing materials, such as cotton, wool, and nylon. (3)

33. Teach children how to use the tissue or handkerchief. (4)
    a. Have children cover the nose when blowing, coughing, or sneezing.
    b. Talk with the children about the proper disposal of used tissues.
    c. Discuss the importance of using a tissue or handkerchief. prevent the spreading of germs.
    d. Discuss the importance of carrying a clean hankerchief.

34. Have pupils develop an experience story about the use of a tissue. (4)
    Example:

    This is a tissue.
    You use it when you cough.
    You use it when you sneeze.
    You use it when you blow your nose.
    It stops germs from spreading.

35. Compare the costs of tissues and handkerchief. (4)

36. Give pupils the opportunity to dramatize situations, such as "The Way We Clean our Fingernails," The Way We Use the Handkerchief or Tissue," "The Way We Use a Comb." (1)(2)(3)

37. Allow pupils to decorate boxes in which they may keep good grooming aids, such as a comb, a nail file, tissues, and hair brush. (1)(2)(3)

38. Have pupils become familiar with good grooming words. Examples: (1)(2)(3)(4)

bathe
brush
clean
clothes
comb
dry
face
hair
hands
handkerchief
nails
neat
rinse
scalp
shampoo
shoes
shower
tissue
toes
towel
wash

39. Show the pupils a series of pictures and have them orally tell the answer to the question. Examples: (1)(2)(3)(4)

Picture	Question
washing hands	1. When do we do this?
brushing teeth	2. When do we do this?
going to bed	3. How much sleep do we need?

REVIEW

What Have You Learned?

1. Tell three things that you do to improve the health of your hair and scalp.

   ____

   ____

   ____

2. Show the class how you clip and clean your fingernails.
3. Go to the clothes closet and show the class how you hang your sweater or coat.
4. Tell two reasons why you would use a tissue or handkerchief.

   ____

   ____

5. Tell the class what you do with a used tissue.

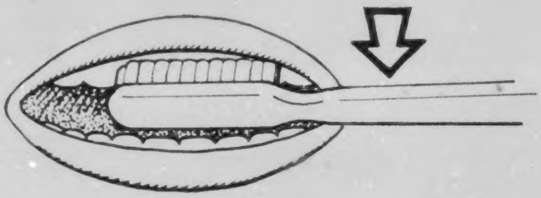
DENTAL CARE

Learning Objectives

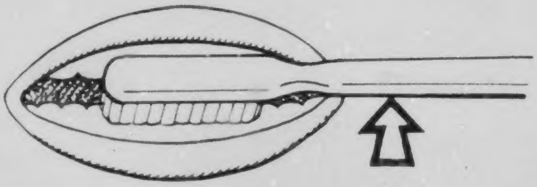
1. Care for the teeth.
2. Know some of the causes of tooth decay.
3. Know the importance of regular visits to the dentist.

Suggested Learning Activities

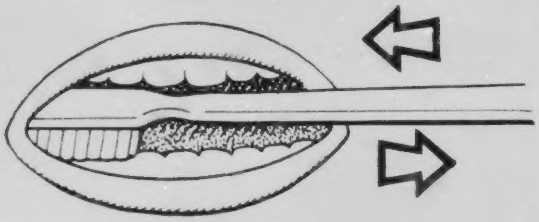
1. Discuss how to take proper care of teeth.
    a. Teach pupils to use a toothbrush properly. Have pupils learn the proper methods of brushing teeth. Use model of teeth to show proper method of brushing. The school nurse may have extra toothbrushes which may be given to each pupil. (1)



1. Brush your teeth the way they grow. Down from the top, up from the bottom.



2. Brush in a half-circle, from gums to teeth, starting with bristles on gums and moving to biting edge.



3. Brush the biting and chewing edges as if you were scrubbing them.

    b. Make a cardboard model of the teeth. Demonstrate the correct way to brush teeth. Emphasize that a toothbrush is to be used by only one person. Discuss proper cleaning and storing of toothbrush.
    c. Demonstrate the use of dental floss to remove particles from between teeth.
    d. Talk about the importance of taking good care of baby teeth. Baby teeth hold places for the permanent teeth and then the new teeth can grow in strong and straight. A baby has only 20 teeth; grown-up has 32 teeth. Use the occasion of shedding a first tooth to discuss the importance of the new permanent teeth.

   - e. Make a display and talk about articles needed for dental care.
   - f. Have pupils bring in empty toothpaste boxes for classroom display. Allow them to discuss which one they like best and why.
   - g. Discuss how to care for teeth if no toothbrush, toothpaste or tooth powder is available. Talk about the importance of drinking water after eating. List foods which help to clean teeth such as celery, apples, and carrots.
   - h. List ways to care for the gums.
   - i. Have pupils draw pictures to illustrate tooth care.

2. Have pupils tell when they brush teeth. Decide what are the best times. (1)(2)
   - a. Upon arising
   - b. After eating
   - c. Before going to bed

3. Allow pupils to make individual home charts to keep a record of the times teeth are brushed. (1)(2)

4. Provide opportunities for pupils to collect and display pictures of people who have attractive smiles. Discuss how dirty, poorly arranged, and missing teeth affect appearance. (1)

5. Have the class make a scrapbook including drawings, pictures, and stories on the proper care of the teeth. (1)(2)

6. Conduct a contest in the room to see who has the best smile. Invite the school nurse or the school administrator to be the judge of the "Most Appealing Smile Contest." Take pictures of the children and mount on the bulletin board. (1)

7. Arrange a bulletin board display of foods which build strong teeth such as milk, fruits, green vegetables, cereals, eggs, and meats. (1)(2)

8. Have pupils collect and mount pictures of foods that build good teeth. (1)(2)

FOOD PROVIDES ENERGY
AND BUILDS A STRONG HEALTHY BODY

BREAD, CEREAL	MEAT, POULTRY, FISH, EGGS
FRUIT, VEGETABLES	MILK, CHEESE

9. Make a dentifrice, using two parts of baking soda and one (1) part of salt and a drop or two of peppermint, wintergreen or cinnamon. Compare with tooth paste. (1)(2)

10. Encourage pupils to select adequate foods for snack time. (1)(2)

11. Help pupils keep a record of all foods eaten for a week. Check the record to determine the adequacy of the diet. (1)(2)

12. Have pupils make a movie on tooth care. Draw a series of pictures on the care of teeth. Paste the picture on a long strip of paper which can be run through two slots in a shoe box. (1)(2)

13. Teach the children the song "Brushing Up" to the tune of "Oh! Susanna." (1)

Brushing Up

(To the tune of "Oh! Susanna." This may be done by a group of children holding various kinds of brushes as they sing)

1.

I start out in the morning
With a nailbrush in my hand,
I end up in the evening
With my toothbrush in command.
I use a hairbrush on my hair,
A shoebrush on my shoes,
All day I'm finding, I declare,
Another brush to use.

GROUP: Oh, you brushes, of every shape and size,
I think you were invented so I'd get some exercise!

2.

A toothbrush should go up and down,
A nailbrush back and forth,
A clothesbrush any-which-way
And a shoebrush south and north.
A hairbrush should be stiff and dry,
A handbrush wet and strong.
It seems there is a brush to ply
With zest the whole day long.

GROUP: Oh, you brushes, etc.

14. Plan a bulletin board display showing good dental habits. (1)(2)(3)

15. Give children the opportunity to make up slogans about how to have good dental health. (1)(2)(3)

16. Ask children to make a booklet "Teeth Helpers" using pictures of brush, toothpaste, dentist, and so forth. (1)(2)(3)

17. Discuss with the children the proper care of the toothbrush. Chart the set of instructions. Talk about the electric toothbrush and its care. (1)

Toothbrush Care

Use your own toothbrush.
Rinse after each use.
Shake the toothbrush as dry as you can.
Place the toothbrush in a holder with the brush up.
Leave it out where air and light can dry it.
Never use anyone else's toothbrush.

18. Talk about and display a variety of toothbrushes. (1)(2)

19. Talk about the dangers of injuries to the teeth. (1)
    a. Discuss possible damage to teeth when biting hard substances, such as candy, ice, nut shells, and pencils.
    b. Have children tell about careless actions which may result in damage to the teeth.
        (1) Throwing stones
        (2) Boxing
        (3) Taking dares.
    c. List proper procedures for safe use of the drinking fountain.

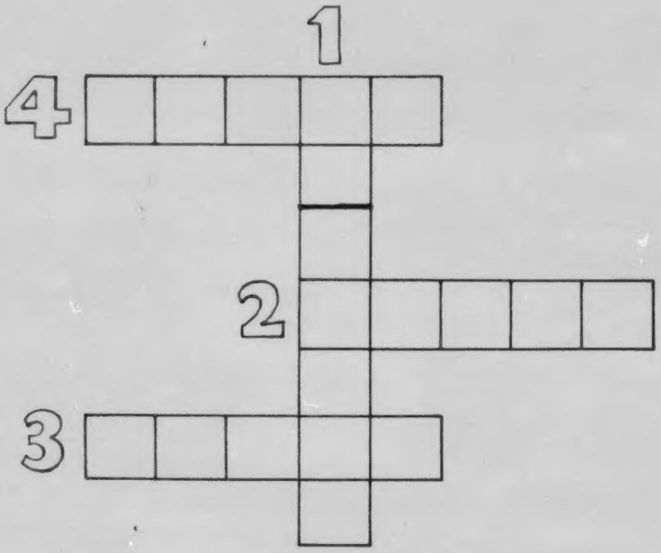
    d. Review with the class the safe practices and rules in playing and watching games.
    e. Discuss the importance of front teeth to be used for biting and the side teeth to be used for chewing.

20. Have pupils become familiar with the word cavity. Talk about some of the causes of tooth decay. (1)(2)

21. Allow the children to write a story "My Friend the Dentist" or "A Visit to the Dentist." (3)

22. Invite the school nurse and school dentist to the classroom to explain to the class the importance of regular visits to the dentist. Emphasize a visit every six months or as often as the dentist suggests it. The dentist can locate and correct small problems before they become large ones. The dentist will clean teeth and fill cavities. (3)

23. Devise a puzzle and give the pupils the opportunity to fill in the blank parts of the puzzle and the sentences. (1)(2)(3)



Choose the correct word to complete
the four sentences.

food dentist		candy brush
	teeth	

1. See your ___ ___ ___ ___ ___ ___ ___ often.
2. Your dentist takes care of your ___ ___ ___ ___ ___
3. You ___ ___ ___ ___ ___ your teeth after eating.
4. Eat healthful ___ ___ ___ ___ ___ every day.

24. Write a class letter to the American Dental Association, 222 East Superior Street, Chicago, Illinois asking for free posters on teeth care. (1)(2)(3)

REVIEW

What Have You Learned?

1. Why are healthy teeth and gums important to your general health?
2. Show the class by using the model the proper way to brush your teeth?
3. Why is it important to take good care of your baby teeth?
4. Tell the class when you brush your teeth?
5. Why should you avoid eating many sweets?
6. List at least five foods which help build strong teeth.

____

____

____

____

____

7. What happens when a cavity is not filled promptly?
8. Tell the class the four reminders for healthy teeth. Illustrate the four reminders.

CARE OF EARS, EYES, AND NOSE

Learning Objectives

1. Be familiar with factors which may injure the ear.
2. Learn good habits of eye care.
3. Learn good habits of nose care.

Suggested Learning Activities

1. Have children list things they can learn through the sense of hearing. (1)

2. Discuss factors which may injure the ear. Examples: (1)

   a. Blowing into the ear.
   b. Prolonged and loud noises.
   c. Picking ears with pointed objects.
   d. Blow to the ear.
   e. Infections.

3. Make a chart listing health rules for the care of the ears. Use an ear model. (1)

   a. Use a soft cloth.
   b. Use warm, soapy water.
   c. Dry thoroughly.
   d. Take care of an earache as soon as possible.

4. Have pupils close eyes and identify sounds. Stress the importance of good hearing. Examples: (1)

   a. Musical instruments.
   b. Pupils' voices
   c. Inside noises
   d. Outside noises

5. Talk about sounds "I like". (1)

6. Talk about the value of ears and how they help people. Talk about the reasons why it is helpful to have two ears. (1)

   a. Warn you of danger
   b. Help you enjoy life
   c. Help you learn
   d. Make it possible for you to talk with others.

7. Point out to the pupils that wax protects the inner ear from dirt and insects. (1)

8. Discuss why glasses and hearing aids are provided and why they must be worn. (1)

9. Ask the school nurse to arrange for a vision or hearing test for the pupils. (1)

10. Make pictures of objects that may injure the eyes such as pencils, scissors, rubber bands. Talk about these pictures with the class. (2)

11. Have pupils list and discuss good habits of eye care. (2)

We Take Care of Our Eyes

Proper lighting for reading, working, and viewing television
Regular eye examination
Proper removal of foreign objects from the eye
Proper care of eye glasses
Care in throwing objects

12. Demonstrate the proper position for reading and doing homework. The light should fall over your left shoulder when you read, and write. (Opposite when left handed) Try to avoid shadows on your paper. (2)

13. Ask the children to list rules for watching television. (2)

14. Lead pupils into a discussion of how eyes help them. Examples: (2)

    a. They help to keep you safe.
    b. They help you know things.
    c. They help you have fun.
    d. They help you learn.
    e. They help you make things.

15. Encourage discussion of "Colors I Like To See", "Shapes I Like To See," "A Beautiful Thing I Saw," and The Beautiful Things I Saw on The Way to School." (2)

16. Talk about the importance of seeking adult aid in removing foreign objects from the eye. (2)

17. Demonstrate the correct way to carry objects, such as scissors, pencils, and tools. (2)

18. Discuss eye infections, such as "pink eye" and sty. (2)

19. List way to protect the eyes in play and work. Discuss with the pupils how the eye is protected by eyebrows, eyelashes, eyelids, and tears. (2)

20. Ask children not to rub eyes with dirty hands, towels, or handkerchief. (2)

21. Teach pupils the proper care of glasses. Emphasize the importance of wearing glasses when needed. Stress the need for caution when playing with those who wear glasses. Talk about the reasons glasses are worn. (2)

22. Compare an eye examination with a hearing test or a dental checkup. Talk with the class about the importance of a yearly eye examination. (2)

23. Ask children to cut pictures from magazines showing people using their eyes and/or ears in work or play. (1)(2)

24. Ask the children to answer "Yes" or "No" to the following questions. Discuss the questions and answers after the quiz. (2)

   a. Do you carry objects with pointed ends with the points down?
   b. Do you use sporting equipment carefully?
   c. Do you avoid dangerous play with BB guns, darts, or slingshots?
   d. Are you careful not to throw sand, sticks, dirt, or stones at anyone?
   e. Do you stay away from all fireworks except those you watch at a public show?
   f. Are you careful to use spray cans so that the contents do not get into someone's eyes?
   g. Are you careful not to leave sharp-pointed pencils, scissors, or knives where young children can reach them?
   h. Are you careful to follow rules and directions when playing in team games?
   i. Are you careful when playing with boys and girls who wear glasses?

25. Play the game "Pin the Tail on the Donkey." Discuss the importance of good vision. (2)

26. Have pupils learn good habits of nose care. (3)

   a. Proper method of blowing nose.
   b. Proper use of tissue or handkerchief.

27. Show how to blow nose properly. (3)

   a. Hold a clean handkerchief or tissue over both of the nostrils.
   b. Blow gently.
   c. Leave both nostrils open as you blow.
   d. Be careful not to blow too hard.

28. Discuss the dangers of: (3)

   a. Probing into the nose with finger.
   b. Putting foreign objects into the nose.
   c. Heavy blow on the nose.

29. Discuss the purpose of the nose. (3)

- a. Admits air for use in the lungs
- b. Parts of nose clean the air before it gets into the lungs
- c. Warms the air
- d. Smells odors
- e. Warns one of danger (gas, smoke, spoiled food)
- f. Helps one enjoy pleasant smells

30. Talk about the value of the sense of smell. (3)

31. Have pupils list the things they can learn about the environment from the sense of smell. (3)

32. Teach children what to do in case of a nose bleed. (3)

- a. Stand or sit up and lean forward slightly.
- b. Do not lie down.
- c. Be quiet. Talking or laughing may cause more bleeding.
- d. With your thumb and forefinger, hold your nostrils tightly closed and breathe through your mouth.
- e. Do not blow your nose or wipe it.

REVIEW

What Have You Learned?

1. Write the letter of each sentence below which indicates a good health rule that you should follow.

   a. Pick your ears with a pointed object.
   b. Use a soft cloth with warm, soapy water to wash the ears.
   c. Go to the doctor for a regular eye examination.
   d. When reading have a shadow fall over your left shoulder.
   e. Sit in a comfortable position when reading and have the light fall over your left shoulder if you are right handed.
   f. Rub your eyes with a dirty towel to remove foreign objects.
   g. Wear your glasses when needed.
   h. Protect your nose when playing rough games.
   i. Blow your nose hard when you want to get it clean.
   j. Hold a clean tissue or handkerchief over both of the nostrils and blow gently.
   k. Carry objects with pointed ends with the points down.

2. Check the things that you do to take care of your eyes and ears.

   a. If I have glasses, I wear them. ______________

   b. If I get something in my eye, I do not rub it. ______________

   c. I read in a good light. ______________

   d. I am careful not to get pointed or sharp things near my eyes. ______________

   e. I am careful not to get sprays in my eyes. ______________

   f. I am careful not to get soap in my eyes when I wash my face. ______________

   g. I have my eyes checked regularly by the doctor. ______________

   h. I do not put pointed things in my ears. ______________

   i. I wash my ears carefully with a clean washcloth. ______________

   j. I try not to get water in my ears. ______________

   k. I do not let anyone shout into my ears. ______________

   j. If I have a hearing aid, I use it. ______________

   l. I have my hearing checked regularly by the doctor. ______________

SECTION V:

APPLYING BASIC PRINCIPLES OF NUTRITION IN DAILY LIVING

FOOD NEEDS OF THE BODY
BALANCED MEALS
GOODS GOOD HABITS IN EATING AND DRINKING
TABLE MANNERS

FOOD NEEDS OF THE BODY

Learning Objectives

1. Become familiar with the basic food groups.
2. Know the importance of eating a variety of foods and trying new foods.

Suggested Learning Activities

1. Bring fruits and vegetables so that the pupils may see, feel, touch, and smell them. Have the children learn the names, colors, and shapes of the fruits and vegetables. Allow the children to tell the class about their fruits and vegetables. (1)
2. Have a grab bag of fruit. Allow each pupil to identify and eat the fruit he obtained from the bag. (1)
3. Allow children to plant vegetable seeds and grow their own plants. (1)
4. Allow the pupils to cut out pictures of food and make a mobile. (1)
5. Discuss the foods needed for building strong muscles, teeth, and bones. (1) Examples:
    - a. Milk and milk products
    - b. Eggs
    - c. Fish
    - d. Meats and poultry
    - e. Green vegetables
    - f. Fruit and fruit juices
    - g. Bread and cereals
6. Talk about foods that furnish heat and energy. Examples: (1)
    - a. Cereals and bread
    - b. Potatoes
    - c. Peas and beans
    - d. Fruits
    - e. Candies and cakes
    - f. Nuts
    - g. Butter and fats
7. Discuss foods that protect health and keep the body running smoothly. (1) Examples:
    - a. Leafy green vegetables
    - b. Tomatoes

c. Carrots
d. Fruits and fruit juices
e. Milk
f. Eggs
g. Water

8. Talk about foods that help in the elimination of waste. Examples: (1)

a. Raw fruits
b. Dried fruits
c. Vegetables containing fibrous materials
d. Liquids

9. Ask the boys and girls to collect, cut out, mount, and lable pictures under the basic food groups. (1)

Build strong muscles, teeth, bones	Furnish heat and energy	Protect heatlh and keep body running	Help in the elimination of waste

10. Provide opportunities for pupils to list various foods under other categories, such as meats, fruits-vegetables, bread-cereals, and milk. (1)

11. Talk about the reasons people need food. Examples: (1)

a. To stay warm
b. To grow
c. To replace damaged cells
d. To breathe
e. To play
f. To think
g. To furnish energy
h. To repair or replace
i. To help body work properly

12. Give children exercises to learn the proper names of various foods. Examples: (1)

a. We get this from a pig.______________
b. This vegetable grows in the ground. ____________
c. I like to have this _____________in the morning.
d. Billy had a glass of __________with his toast.
i. Ophelia had ________on her bread.

13. Teach names of the various foods by showing pictures. Have children identify the food by looking at the picture. (1)

14. Display pictures of different foods and have the pupils match pictures to the labels of the basic food groups. (1)

15. Allow the children to make a picture dictionary of foods in the basic food groups. (1)

16. Plan a bulletin board display of the basic food groups. Have children bring in pictures and place under the proper titles. (1)

17. Ask children to bring in samples of cereals in order to taste and compare them. (1)

18. Teach to the boys and girls the poem Morning Toast. (1)

Morning Toast

My toast has such a nice crunchable sound
As I bite my piece that's all buttered and browned.
Though my egg is pure silver and gold in my dish,
And my orange juice and cocoa quite all one could wish,
Still, I know that at breakfast the thing I like most
Is by buttered, brown, munchable, crunchable toast!

19. Have the pupils make a book using food pictures. Let the pupils label the pictures using the proper names for the various foods. (1)

20. Arrange a bulletin board showing the various animals and plants that supply food for people. Talk about the food obtained from the animals and plants. Place the foods in the four basic food groups. (1)

21. Allow the pupils to make a poster which they can take home and place in a room at home showing the four basic food groups. (1)

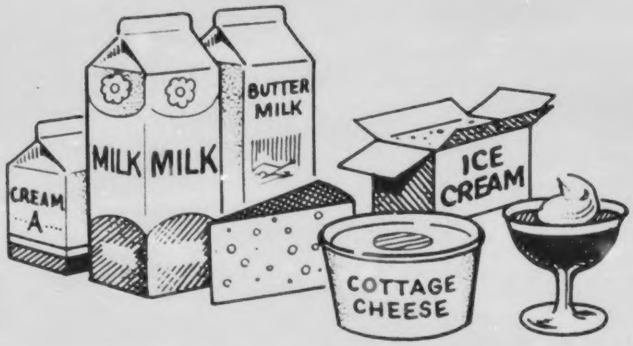
22. Have the children keep a record of all the foods they have eaten during the week. Compare the results with the pictures of foods mounted at home or in the classroom to see whether they have eaten a variety of foods from the basic food groups. (1)

23. Ask the pupils to bring in empty containers, wrappers, cans, and boxes of the food groups and arrange them for display in the classroom. (1)

24. Arrange a classroom supermarket selling items needed in the basic food groups. Have the children use play money to buy and sell foods. Encourage children to buy foods from each basic food group. (1)(2)

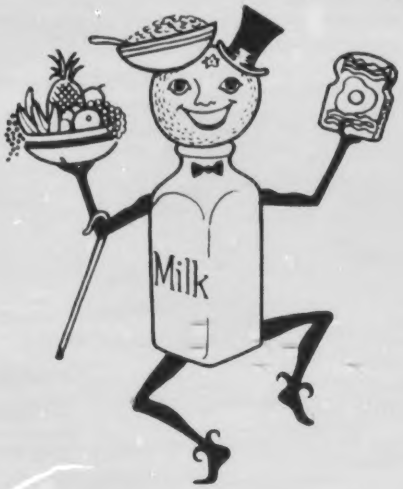
25. Provide opportunities for the pupils to draw pictures of and to discuss the foods they like best. (1)

26. Prepare a bulletin board display showing a well balanced breakfast, lunch, or dinner. Example: (1)



27. Construct a "Mr. Breakfast" out of construction or drawing paper. Example: (1)

Hat	Bowl of cereal
Body	Bottle of milk
Hands	Fruits, eggs, bacon, bread
Arms	Bananas
Legs	Bacon strips



28. Help children make large paintings of fruits or vegetables on paper bags. Cut holes for the head and arms. Have children wear the bags while they tell what they like about the fruit or vegetable. (1)

29. Ask the children to list the fresh fruits and vegetables that can be purchased at the neighborhood supermarket. (1)

30. Help the children make models of different foods using clay and paints. Arrange an exhibit of the four food groups. Allow the children to tell about the models. (1)

31. Plan with the pupils a simple breakfast. Talk about the importance of following the directions when preparing foods. Then have the pupils write an experience story about the making of breakfast. Talk about the concepts used in measuirng the foods, such as the teaspoon and cup. Demonstrate the concepts. (1)

32. Encourage the pupils to report on a meal which was prepared at home. Find out whether the meal included food from the basic food groups. (1)

33. Ask the pupils to write a story about a boy or girl who would eat only those foods liked best. Point out the importance of eating foods from the basic food groups. Talk about trying different kinds of foods. (1)(2)

34. Talk about unfamiliar foods, such as foods from the different countries or different parts of America. Make a chart showing foods and the lands in which they originated. (1)(2)

35. Have the pupils keep a list of new foods eaten at home or at school. (1)(2)

Name of food	Food group	What food does for me

36. Invite the school nurse or cafeteria manager to talk to the class about eating a variety of new foods and trying new foods. (1)(2)

37. Arrange for the class to have an "International Food Day." Ask the pupils to bring to the class a picture, illustration, or the actual food that they would like to try. Discuss the foods. Carry the project one step further and ask parents of different ethnic backgrounds to prepare one dish for the pupils to sample. (1)(2)

38. Ask the pupils to identify the characterisitcs of a given food. (1)(2)

Example:

Ask the pupils to list 4 characteristics of a frozen pea. The pupils may respond with the following:

a. Green
b. Small
c. Round
d. Very cold
e. Vegetable
f. Can be found in a small paper carton
g. Grow in a pod
h. Grow on a vine

39. Ask the pupils to select a menu considered to be well balanced from a list of foods written on the chalkboard. Example: (1)(2)

Select a menu that you consider to be a well-balanced lunch:

a. Milk
b. Orange soda
c. Bologna
d. Apple
e. Cookies
f. Sandwich bread
g. Cake

Ask the pupils to choose one food from each of the four food groups.
Example:

a. Milk
b. Bologna
c. Apple
d. Sandwich bread

REVIEW

What Have You Learned?

1. Arrange the words in each group to make a good health rule.

   a. variety Eat foods a of day each.

   b. milk of Drink cups four three to day a.

2. Place T after the sentence if it is True. Place F after the sentence if it is False.

   a. Food is the fuel which furnishes heat and energy for the body.

   b. The more active you are, the more food you will need for energy.

   c. Food helps you to be well and strong.

   d. Eat one or more foods from each food group daily.

   e. Eat only the foods you like at snack time.

3. Talk about the four basic food groups. Tell the class at least one food under each group.

BALANCED MEALS

Learning Objectives

1. Learn the value of an adequate breakfast.
2. Be able to choose nutritious foods for snacks and between meals.
3. Be able to plan a well-balanced lunch and dinner.

Suggested Learning Activities

1. Read poems about food to the class. Examples: (1)(2)(3)

   There was an old woman
   Who lived in a shoe.
   She had so many children
   But she knew what to do.
   She fed them milk, fruit,
   And vegetable greens.
   So they were the best children
   You have ever seen.
   Anonymous

   Iggildy, piggildy, wiggildy,doo!
   I'm Mr. Carrot, How do you do!
   I'm lean and crisp.
   I come in a bunch.
   Eat me and see that I'm so good to munch.
   I'm good for teeth.
   I make them chew.
   I make them exercise.
   That's what I do.
   I'm good for eyes to see things, too!
   Anonymous

   Oodle, doodle, humpty dumpty!
   I'm white and smooth and never lumpy.
   Drinking me keeps you in trim.
   Drink me well cause I'm filled to the brim.
   Strong bones and teeth is what I give.
   Drinking me makes you really live!
   My vitamins make skin smooth as silk.
   You should know me,
   I'm Mr. Milk.
   Anonymous

2. Talk about the meaning of a well-balanced meal. Emphasize that a well-balanced meal means getting the right amounts of each of the foods from the basic food groups. (1)(2)(3)

3. Talk about the reasons boys and girls need a good breakfast. Example: (1)

   a. Provide energy for morning activities
   b. Smile more easily
   c. To be more friendly
   d. To work and play
   e. To feel good

4. Have the children tell the class what they had for breakfast. Children may illustrate the breakfast and dictate a few sentences about the illustration.(1)

5. Provide pupils with the opportunity to make a list of foods that are good for breakfast. Allow the pupils to choose from the list, foods to make a good breakfast. (1)

6. Talk about suggestions for a nutritious breakfast. Examples: (1)

   a. Juice
      Cereal
      Milk
      Cocoa
      Toast
      Egg
      Bacon

   b. Ham sandwich
      Fruit
      Milk

   c. Peanut butter sandwich
      Vegetable soup
      Milk

   d. Jam on toast
      Fruit
      Egg nog

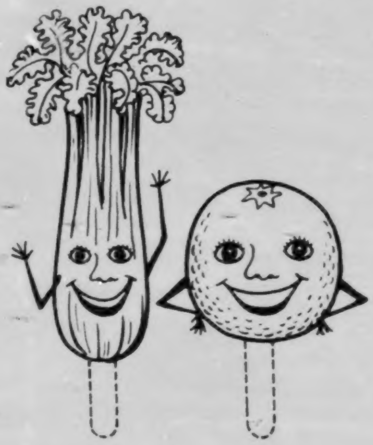
7. Have children plan a breakfast that they would like to eat. Emphasize the importance of using foods from the basic food groups. (1)

8. Allow pupils to plan a dramatization using puppets about a boy or girl who overslept and did not have time for breakfast. (1)

9. Plan a simple breakfast and invite the children to have breakfast at school. Ask children to observe the proper table eating manners. Have the children set the table properly. (1)

10. Give children the opportunity to make puppets from construction paper and tongue blads. The puppet heads may be about 12 inches high with rhymes written on the backs. Examples: (1)(2)(3)

Celery: "Im Madam Celery
So much fun to eat
Serve me at your snack-time
Then you'll want no sweet."

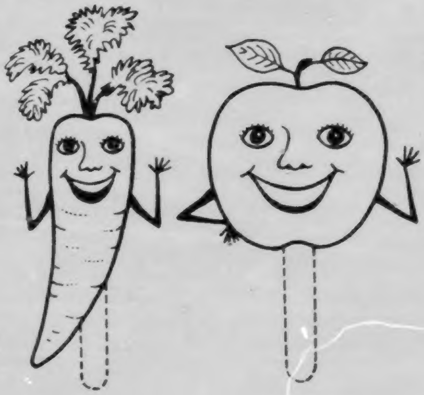


Apple: "I'm Mr. Apple
A juicy, swooshy bite
Eat me every day
To keep your teeth just right."

Orange: "I'm Madam Orange
The sunshine color you see
I protect you from illness
Because I give you vitamin C."

Milk: "I'm your nice, sweet milk
I'll make bones and teeth grow
strong.
Drink and drink and drink
some more
Then you'll be healthy your
whole life long."

Carrot: "I'm Mrs. Carrot
So much fun to eat.
I go crunch, crunch, crunch,
crunch
Between your strong, white teeth."



11. Have the children plan and prepare a simple breakfast. Allow them to invite their parents. (1)

12. Help children plan simple menus for breakfast, lunch, and dinner. Ask the pupils to read the menus to the class and to discuss whether or not the meals are nutritious and well-balanced. Menus may be place in a scrapbook. Emphasize the dangers of eating too much of the same food. (1)(3)

13. Discuss how the following conditions would cause meals to be different. (1)(3)
Examples:

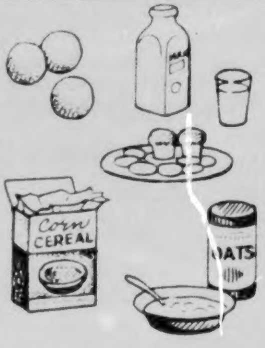
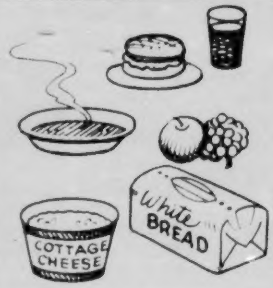
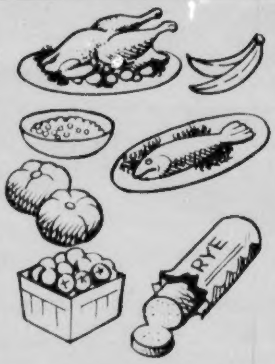
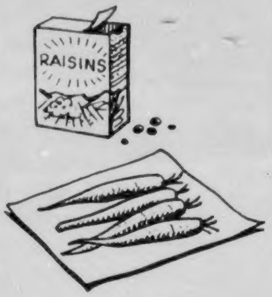
a. If you live on a farm
b. If it is winter
c. If you have a vegetable gardent in your back yard
d. If you live near the ocean
e. If you live a great distance away from the shopping center

14. Encourage pupils to draw pictures of food, cut the pictures and paste them on a large sheet of paper in order to show foods needed for a good breakfast, lunch, and dinner. (1))3)

15. Compile pictures of foods for different holidays. Cut the illustrations from magazines. (1)(3)

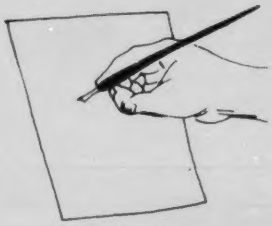
16. Have pupils collect pictures of food and mount them under the proper category. (1)(2)(3)

Balanced Meals and Snacks

Breakfast	Lunch	Dinner	Snack
			

17. Provide opportunities for pupils to write experience stories based on meals. (1)(2)(3)
Examples:

a. The Breakfast I Missed
b. My Snack Problem
c. We Ate at McDonald's
d. Arturo, Dad, and I Had Lunch at Taco Bell



18. Compare the food eaten by children with that of adults. Discuss the reasons for the differences. Talk about the amounts eaten. (1)(3)

19. Provide opportunities for pupils to read menus from a restaurant, newspaper, or magazine. Allow pupils to discuss receipes from a receipe book or from magazines. (1)(3)

20. Help pupils plan a day's menu for the family. Have them select food for the meals from the basic food groups. (1)(3)

21. Take the children to the cafeteria to see how a well-balanced breakfast and lunch are prepared. Have the class discuss and illustrate the visit. (1)(3)

22. Have the children practice selecting a balanced meal from simple picture menus or written menus shown to them. (1)(2)(3)

23. Talk about the importance of the drinking of milk and water rather than tea, coffee, and soft drinks. (1)(2)(3)

24. Compare and discuss foods eaten by different ethnic groups. Provide opportunities for children to share a favorite food with members of the class. (1)(2)(3)

25. Ask the pupils to write a story about a favorite food and why it is good for them. (1)(2)(3)

26. Ask the children to make a list of foods that would be especially good for snacks and between meals. Talk about the costs and nutritional value of snacks. Allow pupils to tell about some of the foods eaten for snacks during the week. Examples: (2)

Nutritious Snacks

a. Meat sandwich
   Milk
b. Apple slices
   Wedges of cheese
c. Hot dog
   Milk shake
d. Banana
   Milk
e. Carrot sticks
   Celery
f. Raisins
   Nuts

27. Provide the opportunity for pupils to make a fruit drink, such as lemonade and use it as a snack. (2)

28. Provide opportunities for pupils to plan and prepare a menu for room parties. (2)

29. Ask pupils to compare lunches eaten at home with those eaten at school. Talk about sack lunches and hot lunches. Compare them. (3)

30. Allow pupils to illustrate a well-balanced lunch and dinner. (3)

31. Talk about the importance of fish in promoting good general health. (3)

32. Have children dramatize a dinner out in a favorite restaurant. Children may read the menu, order the meal, and practice proper table manners. Have children discuss the nutritious value of the meal selected. (3)

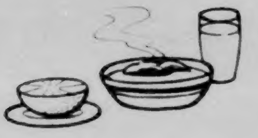
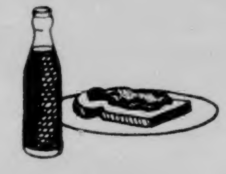
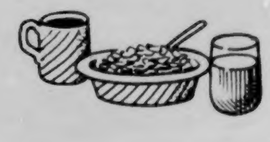
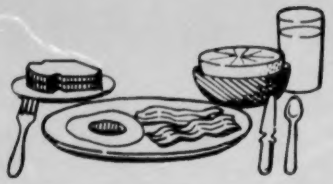
33. Discuss axioms with the children. Examples: (1)(2)(3)

a. An apple a day keeps the doctor away.
b. Early to bed,early to rise, makes a man healthy, wealthy, and wise.
c. An ounce of prevention is worth a pound of cure.

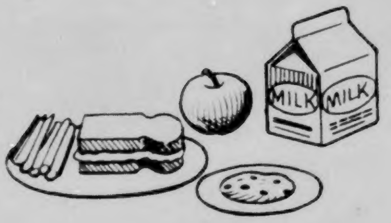
REVIEW

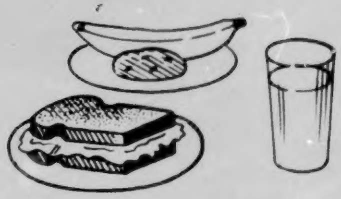
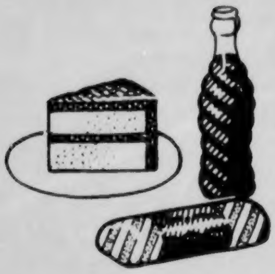
What Have You Learned?

1. Look at the pictures. Which is a good breakfast? Tell the class the reasons for your selection.

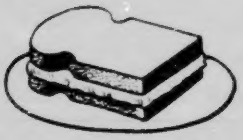
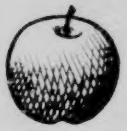
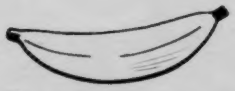
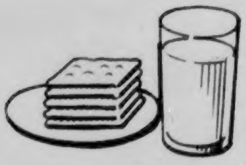
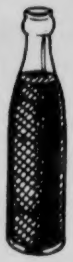
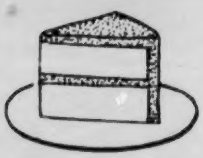





2. Look at the pictures. Which is a good lunch? Tell the class the reasons for your selection.



3. What should you eat when you come home from school? Look at the pictures. Select the right snack.

4. List the foods you would serve for a well-balanced **dinner.**

____

____

____

____

____

____

____

5. On your paper write the **letters** of good health rules to follow.

a. Be careful to choose nutritious foods for **snacks.**
b. Eat a good, nourishing breakfast in the morning.
c. To ensure having a well-balanced diet, eat a wide variety of foods.
d. Drink at least two bottles of coke every day.
e. Eat sweets before a meal.
f. Eat foods from the basic food **groups at each meal.**

6. Check the foods listed below that you think would be good to eat between meals.

______an apple ______milk _____cookies _______candy

______a soft drink ______cake _____potato chips ______orange juice

_______a hot dog ______banana

7. Check what you think is the best choice in each of the situations given below.

a. _____Eating a bun and coffee for breakfast.
_____Eating bacon, eggs, toast, fruit, and milk for breakfast.

b. _____Eating a **hamburger** and a soft drink at the drugstore.
_____Having a **hamburger**, corn, lima beans, and milk at home.

c. _____Eating a big piece of cake in the afternoon.
_____Drinking a glass of orange juice or milk in the afternoon.

d. _____Drinking milk for dinner.
_____Drinking soft drinks for dinner.

e. _____Eating a bag of potato chips and a candy bar for lunch.
_____Eating a peanut butter sandwich, soup, and milk for lunch.

f. ______Eating meat, vegetables, rolls, and milk for dinner.
______Eating five rolls and a piece of meat for dinner.

g. ______Trying some food I have never had before.
______Never tasting any new foods.

8. Circle the correct answer.

a. Boys and girls should drink:

1) Pop (Soda)
2) Milk
3) Tea

b. One of the best foods to eat between meals is:

1) Candy
2) An apple
3) A piece of cake

GOOD HABITS IN EATING AND DRINKING

Learning Objectives

1. Eat and drink slowly.
2. Understand the importance of chewing food thoroughly.
3. Avoid eating rich or sweet foods.

Suggested Learning Activities

1. Have children discuss the values of eating and drinking slowly. (1)
    a. Discuss when to take a drink at meal time.
    b. Talk about the proper type of drink to take with meals.
    c. Talk about the reasons people rush while eating.
2. Discuss good teeth for chewing, talking, and personal appearance. (2)
3. Have a "Chewing Party" using apples and carrot strips to find which teeth are used in biting, tearing, and chewing. (2)
4. Talk with the class about the reasons for tooth aches and tooth decay. (3)
5. Prepare a tasting party to show the wide variety of fruits and raw vegetables. (3)

REVIEW

What Have You Learned?

1. Tell one reason why you eat and drink slowly.
2. Tell the class why it is important to chew food thoroughly.
3. List or tell the dangers of rich or sweet foods to the teeth and body.

TABLE MANNERS

Learning Objectives

1. Set up the table for breakfast, lunch, or dinner.
2. Discuss proper table manners.
3. Become familiar with social courtesies at parties.

Suggested Learning Activities

1. Teach the children how to properly set the table. Have the boys and girls make a diagram to show a place properly set for breakfast, lunch, and dinner. (1)

2. Have the children practice proper table manners. (2)

   a. Proper way to hold and use eating utensils.
   b. Proper way to pass food.
   c. Use of the napkin
   d. Excuse self ater completing meal

3. Invite parents to a pupil prepared breakfast at which time the children can practice table setting and table manners. (1)(2)(3)

4. Talk with the class about social courtesies at a party. Allow the children to plan the Christmas, Valentine and year end parties. Ask the children to act as hosts and serve the food. (3)

5. Have the boys and girls practice in the classroom greeting each other, introducing friends, and proper way to leave a party. (3)

REVIEW

What Have You Learned?

1. Set the table for lunch.

2. Sit down at the table and demonstrate the following:

    a. Placing of the napkin
    b. Passing the food
    c. Using the utensils
    d. Excusing self after eating

3. Introduce your friend to the teacher.

SECTION VI:

DEVELOPING BASIC PRACTICES FOR THE PREVENTION AND CONTROL OF DISEASE

CLEANLINESS AND EATING HABITS
CAUSES AND CONTROL OF ILLNESS
SCHOOL HEALTH SERVICES

CLEANLINESS AND EATING HABITS

Learning Objectives

1. Understand the relationship of cleanliness to eating habits.

2. Understand the relationship of cleanliness to disease prevention.

Suggested Learning Activities

1. Talk about the importance of washing hands properly before meals. Provide opportunitites for pupils to wash hands before snacks and lunch. Pupils will begin to understand that cleanliness is related to health and disease prevention. (1)(2)

2. Emphasize the dangers of the spread of disease caused by placing fingers and other objects in the mouth. (1)(2)

3. Point out how disease germs are spread by exchanging partially eaten food. (1)(2)

4. Have pupils tell how foods are stored and protected at home. (1)(2)

    a. Discuss how leftovers are stored.
    b. Talk about the variety of places dry foods may be stored.
    c. Talk about the importance of avoiding the eating of spoiled foods.
    d. Discuss how foods are preserved, such as refrigerated, dried, canned, smoked.

5. Make a list of foods which should be kept in the refrigerator. (1)(2)

    a. Compare what happens to meat that is not refrigerated with meat that has been refrigerated. Use a hot dog or hamburger. Place one half in the refrigerator and one half in the closet. Compare the differences in one or two days.
    b. Observe what happens to dairy products, such as milk cheese, or butter, that are left unrefrigerated.
    c. Compare what happens to foods that are left uncovered with foods that are protected by a covering in the refrigerator.
    d. Talk about how to recognize foods that are spoiled--odor, taste, appearance.
    e. Observe foods in a supermarket that are kept in certain refrigerated sections or compartments.

6. Discuss the safeguards practiced at home in order to keep food clean prior to the preparation of food for eating. (1)(2)

a. Clean hands.
b. Wash foods.
c. Clean utensils.

7. Have the pupils list the foods that should be washed before eating. (1)(2)

8. Provide opportunities for children to draw pictures of various ways to clean food. (1)(2)

a. Using a colander
b. Using a brush
c. Under running water
d. In pan of water
e. Peeling

9. Discuss the dangers of purchasing food from vendors on the street. (1)(2)

10. Talk about some of the dangers of using common drinking cups or glasses and utensils. (1)(2)

11. Teach pupils to correctly use the drinking fountain. Read the poem "Drinking Fountain" to the class. (1)(2)

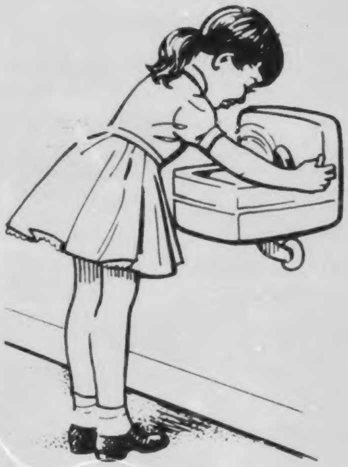
Drinking Fountain

When I climb up
    to get a drink,
It doesn't work
    The way you'd think.

I turn it up.
    The water goes
And hits me right
    Upon the nose.

I turn it down
    To make it small
And don't get any
    Drink at all.

Marchette Chute



12. Talk about proper care in the use of public rest rooms. Emphasize the importance of washing hands after using rest room facilities. (1)(2)

13. Provide opportunities for pupils to learn how to wash dishes and utensils. (1)(2)

14. Take pupils to the cafeteria and point out the habits of cleanliness being practiced by the cooks in the preparation and in the serving of the food. (1)(2)

REVIEW

What Have You Learned?

1. From the list below select the health rules that you will follow.

   a. Wash your hands before you eat, whether they need it or not.
   b. Do not eat food that tastes bad or smells bad.
   c. After eating a part of an apple, you may give the other half to your siter.
   d. Wash raw fruits and vegetables before eating.

2. Give three precautions in preparing food for eating.

3. Tell the class three ways you can tell that a food is spoiled.

CAUSES AND CONTROL OF ILLNESS

Learning Objectives

1. Learn how germs get into the body.
2. Take precautions against the common cold.
3. Stay home when ill.
4. Avoid handling unfamiliar substances.
5. Be aware of precautions with regard to food and water.

Suggested Learning Activities

1. Discuss that germs get into the body through the mouth, nose, throat, or breaks in the skin. Talk about the word "germ." Point out the relationship between dirt and germs. (1)
2. Read the poem "Health" to the class. Have the pupils dramatize the poem. (1)(2)(3)(4)

Health

Miss Polly had a dolly
that was sick, sick, sick,

She called for the doctor
to come quick, quick, quick.

The doctor came with
his coat and his hat,

And rapped at the door
with a rap, tap, tap.

He looked at the dolly
and he shook his head,

And he said, "Miss Polly,
put her straight to bed."

Then he wrote on a paper
for some pills, pills, pills.

I'll be back in the morning
with my bill, bill, bill.

3. Talk about the ways to fight germs. **Examples:** (1)(2)(3)(4)(5)

   a. Be careful and don't get hurt.
   b. Wash cuts with soap and clean water.
   c. Stay away from people who have colds and other sicknesses.
   d. Keep from being chilled.
   e. Go to the doctor to receive the proper shots and vaccines.
   f. Keep body clean.
   g. Wash raw foods.
   h. Don't eat spoiled foods.
   i. Get plenty of sleep and rest.
   j. Keep fingers and objects out of the mouth.
   k. Wash hands before meals.
   l. Do not exchange food.
   m. Get plenty of fresh air.
   n. Do not use the same glass or silverware.

4. Demonstrate and practice the proper methods for the care of cuts and bruises. (1)

   a. Wash with clean water.
   b. Apply antiseptic.
   c. Apply bandage if necessary.

5. Have the pupils make a chart showing ways one can keep germs from getting into the body. Children may wish to talk about the vaccinations and shots that they have had, such as smallpox, polio, flu, measles, tetanus, and whooping cough. (1)(2)(3)(4)(5)

6. Allow the pupils to make a list of good health habits that they practice when getting up in the morning and when going to bed in the evening. (1)

7. Provide opportunities for the children to draw posters showing good health habits and the ways of fighting germs. (1)(2)(3)(4)(5)

8. Teach pupils to recognize and know the uses of the following words: (1)(2)(3)(4)(5)

   a. Band-aid
   b. Iodine
   c. Peroxide
   d. Mercurochrome
   e. Alcohol

9. Help children realize the contributions made by Americans to the prevention and control of disease. Examples: (1)

   Dr. Jonas Salk
   Dr. Albert Sabin

10. Point out to the class precautions that can be taken against the common cold. Examples: (2)

    a. Avoid spitting.
    b. Avoid use of common utensils.
    c. Dress properly for inclement weather.
    d. Dispose of used tissues.
    e. Have plenty of rest.
    f. Drink juices.

11. Talk about the symptoms of a common cold, such as coughing, sneezing, running nose, hoarseness, and fever. (2)

12. Discuss the importance of regular sleeping habits. Read poems to the class. Play soft music while the children are resting. Examples: (2)

My Resting Time

When it is my resting time
I sit so very still.
I close my eyes, I rest my head
I think of a quiet hill.

My Quiet Time

I've been outdoors a-playing
I'm tired as tired can be
I'll rest my head
I'll close my eyes
So that I cannot see
My feet are still
My hands I fold,
I'll do the things that I am told,
For this is my quiet time.

The Little Music Box

I've a little music box
I like to turn the key.
For when I do the music plays
So softly back to me.
I like to sit so very still
And listen to it play.
It tinkles music for us to hear
In a very soft sweet way.

SH SH SH SH SH SH SH SH SH SH
Be as quiet as can be,
For everyone is resting
As you can plainly see.
The music softly plays a tune
And we will all awaken soon.
SH SH SH SH SH SH SH SH SH SH!

Going To Bed

I'm always told to hurry up —
    Which I'd be glad to do,
If there were not so many things
    That need attending to.

But first I have to find my towel
    Which fell behind the rack,
And when a pillow's thrown at me
    I have to throw it back.

And then I have to get the things.
    I need in bed with me.
Like marbles and my birthday train
    And Pete the chimpanzee.

I have to see my polliwog
    Is safely in its pan,
And stand a minute on my head
    To be quite sure I can.

I have to bounce upon my bed
    To see if it will sink,
And then when I am covered up
    I find I need a drink.

Marchette Chute

Close Your Eyes

Close your eyes, head drops down
Face is smooth, not a frown
Roll to left, head is a ball
Roll to right, now sit tall
Lift your chin, look at me
Deep, deep breath, one, two, three
Big, big smile, hands in lap
Make believe you just had a nap
Now you're rested from your play
Time to work again today.

I went into a circus town
And met a funny Bunny Clown,
He winked his eye, he shook his head,
"This is splended exercise," he said.

He shook his head, he shook his feet,
He wobbled, bobbled, down the street,
He moved his jaw both up and down
This funny little Bunny Clown.

He played that he was a lazy man
And then sat down like a Raggedy Ann.
His head fell down and his arms fell, too,
And he went to sleep for an hour or two.

Unknown

The Clock

All: Tick, tock, tick, tock,
Merrily sings the clock.

1st Group: It's time for work,

2nd Group: It's time for play,

All: So it sings throughout the day.
Tick, tock, tick, tock,
Merrily sings the clock.

Speech in the Elementary School

Eight To Seven

To keep my body at its best
Eleven hours I must rest.
To bed at eight and up at seven
Will surely count up to eleven.

Unknown

Two Little Hands

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
Everybody stand up from your chair.
Each little arm reach high in the air.

Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
Each little body turns round and round.
Each little child sits quietly down.

Speech in the Elementary School

The Stretching Game

Link your thumbs;
Raise your arms
Straight up and past your ears,
Stretch and pull;
Pull and stretch;
Try to touch the sky.
Pull and stretch;
Stretch and pull;
Pull—pull—pull!
Drop your arms, now sigh.

Frances C. Hunter

Rag Doll

I'm a limp rag doll.
I have no bones.
My feet are still.
My arms are still.
My head is limp.
My back is limp.
My head rests on my desk.
And now my arms hang at my sides.
Now I am a little (girl, boy) again.
My head comes up.
My back comes up.
Now I am ready to listen

Sarah T. Barrows

On Tip Toe

On tiptoe I stand,
The sky in my hand;
I stretch my arms wide,
The sun creeps inside;
I hug the warm sun
Then drop it and run.

Speech in the Elementary School

Kitty Cat

Kitty-cat furry,
Kitty-cat purry,
S-t-r-e-t-c-h-i-n-g in the sun;

Kitty-cat furry,
Kitty-cat purry,
R-e-s-t-i-n-g in the sun;

(Say in whisper)
Kitty-cat furry,
Kitty-cat purry,
Sleeping in the sun.

Marion H. Walker

13. Provide opportunities for pupils to make paper plate clocks to indicate bedtime. (2)

14. Have the pupils draw up a list of things that they can do to get enough sleep. Example: (2)

    a. I go to bed at the same time every night.
    b. I get up at the same time every morning.
    c. I sleep from eight to ten hours every night.
    d. I put on comfortable clothes before I go to bed.
    e. I keep my bed clean.
    f. I have enough covers for my bed.
    g. I do not drink a lot of water before I go to bed.
    h. I have fresh air in my bedroom.

15. Develop a list of quiet activities for children to use for indoor play. Have the children make a poster showing things they can do when they have a cold. Discuss the value of rest during periods of illness. Talk about kinds of activities pupils can enjoy when recuperating, such as books, games, puzzles. (2)

16. Have pupils participate in finger plays to stress proper rest and sleep. Examples: (1)(2)(3)(5)

Grandmother
(Finger Play)

These are grandmother's glasses,
(Make circle with thumbs and forefingers
and hold to eyes).

This is grandmother's cap,
(Place hands upon head).

This is the way she folds her hands
(Fold hands.)

And lays them in her lap.
(Put folded hands into lap.)

Speech in the Elementary School 166

Let's Play Rag Doll

Let's play rag doll.
Don't make a sound.
Fling your arms and bodies
Loosely around.
Fling your hands!
Fling your feet!
Let your head go free!
Be the raggediest rag doll
You ever did see.

Rest and Listen

I like to rest and listen.
Let me listen while I rest.
My eyes are closed so I can't see.
I'll listen while you count for me.
Sh— whisper, count to ten.........
Now listen while I rest again.

Time for us to take a rest.
Lock the door up tight (lock lips).
Pull the little window shades (close eyes)
We'll play that it is night.

17. Allow pupils to act out or draw pictures about sleep and rest. Use pictures, such as beds, bed clothes, clock, washing hands, and brushing teeth. (2)

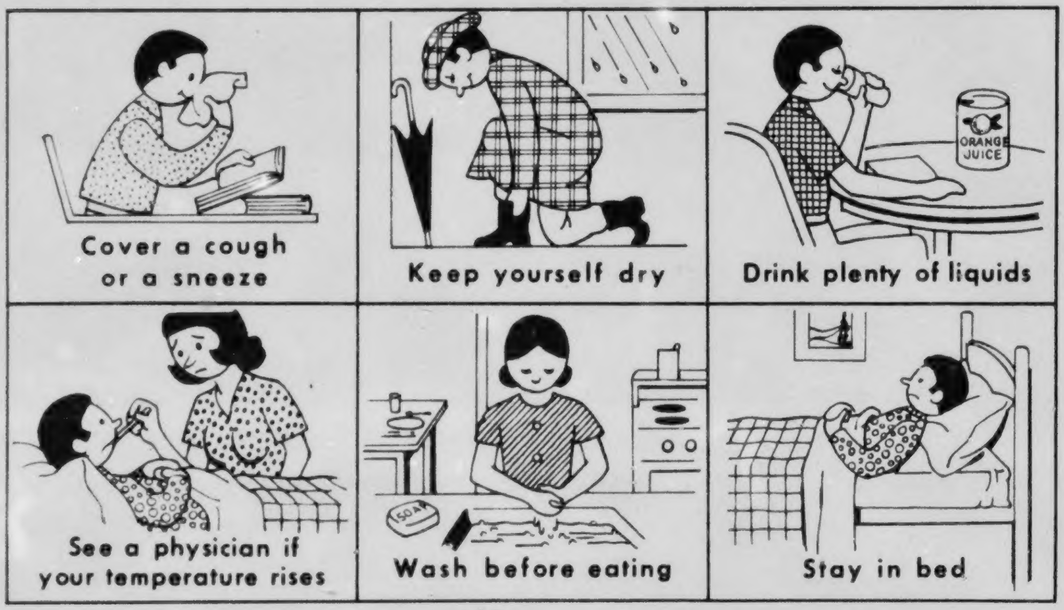
18. Ask the children to keep a sleep chart for one week. This chart will include the time of going to bed and the number of hours of sleep. (2)

19. Discuss with the class questions, such as (2)

    a. What happens when we sleep?
    b. What time did you get up this morning?
    c. Did you sleep well?
    d. Do you feel rested?
    e. What time did you go to be last night?
    f. How do boys and girls behave when they have not had enough rest?

20. Talk about the best conditions for sleeping, such as air, bed, and room itself. (2)

21. Have the pupils illustrate and write a caption under each illustration for ways to prevent and cure colds. (2)


Cover a cough or a sneeze
Keep yourself dry
ORANGE JUICE
Drink plenty of liquids
See a physician if your temperature rises
SOAP
Wash before eating
Stay in bed

22. Provide opportunities for pupils to draw posters to place in the school or at home emphasizing precautions to be taken against common colds. (2)

23. Conduct a style show so that children may demonstrate suitable clothing for various activities and weather conditions. Children may make and wear signs, such as "Suitable for Rain," or "Suitable for Hot Days." (2)

24. Allow pupils to cut out and mount pictures of clothing suitable for hot, rainy, foggy, smoggy, and cold weather. (2)

25. Read to the class poems. Children may wish to dramatize the poems. The short poems may be learned and recited by the children before the class. Examples: (2)

Dressing

Group: It would be easier, of course,
to dress like any cow or horse:

Girls: No zipping-up or zipping-down
or changing clothes to go to town.

Boys: No snapping-on or hooking-in
or itchy collars at your chin.

Girls: No putting-on or taking-off
or bundling-up to stop a cough.

Group: It would be easier, of course,
but then who'd be a cow or horse?

Drops Of Rain

Splash, splash, splash,
Hear the little drops of rain,
Splash, splash, splash,
They're splashing on the window pane.

M.K.

Rain

Summer rain
is soft and cool,
so I go barefoot
in a pool.
But winter rain
is cold, and pours,
so I must watch it
from indoors.

Myra Cohn Livingston

No Drip Of Rain

It rained on Anne,
it rained on Fan,
it rained on Arabella,
but --
it did not rain
on Mary Jane---
She had a huge umbrella.

Ivy O. Eastwick

Rain

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

Robert Louis Stevenson

It Is Raining

It is raining.

Where would you like to be in the rain?
Where would you like to be?

I'd like to be on a city street,
where the rain comes down in a driving sheet,
where it wets the houses—roof and wall—
the wagons and horses and autos and all.
That's where I'd like to be in the rain,
that's where I'd like to be.

It is raining.

Where would you like to be in the rain?
Where would you like to be?

I'd like to be in a tall tree top,
where the rain comes dripping, drop, drop, drop,
around on every side:
where it wets the farmer, the barn, the pig,
the cows, the chickens both little and big;
where it batters and beats on a field of wheat
and makes the little birds hide.

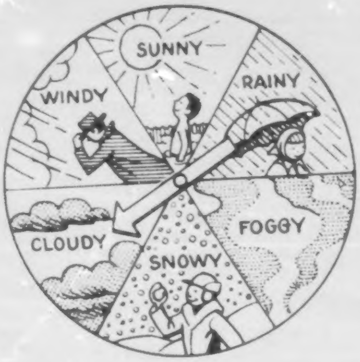
It is raining.

Where would you like to be in the rain?
Where would you like to be?

I'd like to be on a ship at sea,
where everything's wet as wet can be
and the waves are rolling high,
where sailors are pulling the ropes and
singing,
and wind's in the rigging and salt spray's
singing,
and round us sea gulls cry.
On a dipping skimming ship at sea—
that's where I'd like to be in the rain;
that's where i'd like to be!

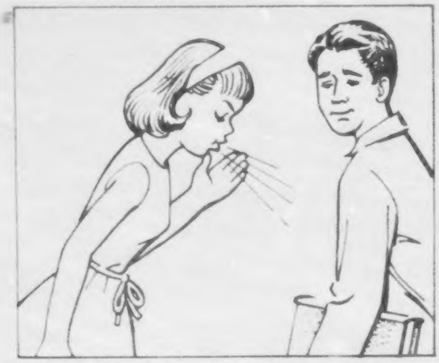
Lucy Sprague Mitchell

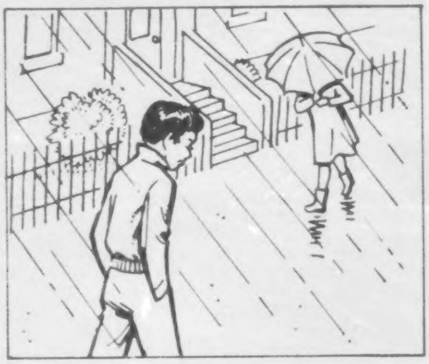
26. Make a weather chart and ask the pupils to turn the arrow to point to the kind of weather it is each day. Pictures or words may be used to indicate the kind of weather. Discuss clothing appropriate for the day's weather. (2)



27. Talk about the weather reports on radio or television as a guide to daily dress. (2)

28. Show to the children pictures in which people may get sick. Under each picture have the boys and girls write the way they think the picture shows people getting sick. (2)





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29. Help children to recognize and list early symptoms of illness. Discuss why parents and teacher should be told when the children are not feeling well. (2)(3)

30. Encourage children to stay home when not feeling well. Help the pupils to become aware of others when they are ill. (3)

31. Discuss the reasons boys and girls should avoid handling unfamiliar substances, such as medicines, cleaning agents, and insecticides. (4)

32. Talk about the people who should handle medicines, cleaning agents, and insecticides. (4)

33. Instruct children what to do in case of emergenices resulting from an accident which involved the use of unfamiliar substances. (4)

a. Notify parents.
b. Call the doctor.
c. Check the container for directions to follow.

34. Teach children words and labels, such as Poison, Danger, Keep out of reach of children, Notify the doctor. (4)

35. Discuss with the children the importance of clean food. Talk about the need for refrigerating foods. (5)

36. Point out the advantages of pure water. Discuss how water is made safe to drink in the community. (5)

37. Talk about precautions to be taken in using public drinking fountains, towels, and toilet facitilies. Examples: (5)

a. Discuss the dangers of drinking water from uninspected sources, such as springs, wells, and streams. Stress the importance of boiling water if not certain that the source is pure.
b. Talk about precautions to be taken in using water when camping and traveling.

38. Have pupils identify and read warning signs. Examples: (5)

DANGER   DO NOT DRINK   IMPURE WATER   CLOSED BY ORDER OF HEALTH DEPT.

39. Have pupils make a dictionary of words and pictures associated with disease prevention. Examples: (1)(2)(3)(4)(5)

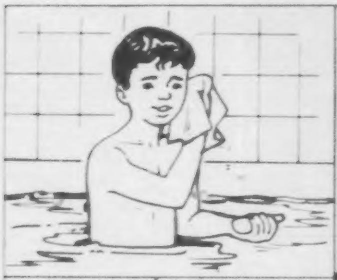
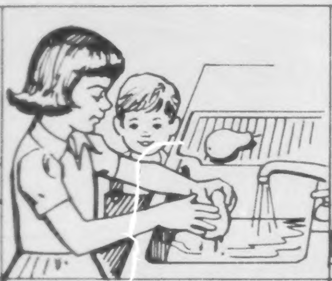
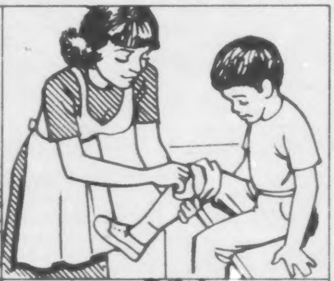
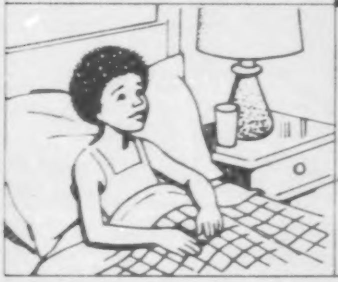
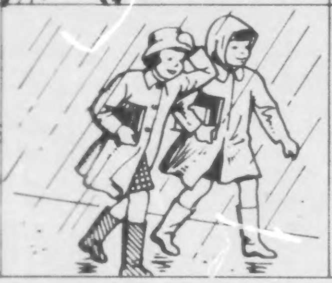
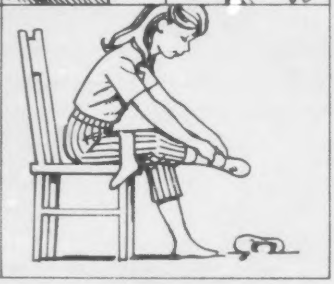
clean water
bandage
antiseptic
health
medicine
ill
rain
cold
clothing
iodine
rest
doctor
nurse
wash
rest
sleep

REVIEW

What Have You Learned?

1. Below are sentences. If the sentence is true, make a T after it. If the sentence is false, make a F after it.
   - a. See your doctor regularly, even if you are not ill.
   - b. Be sure that you have been given the vaccines that will protect you against disease.
   - c. Pay no attention to a cold and play with your friends.
   - d. Always wash cuts and scratches as soon as you can.
   - e. When you don't feel well go to the medicine cabinet and take an aspirin.
   - f. Wear wet clothes until they become dry.
   - g. Stay away from people who are coughing, sneezing, and blowing their noses.
   - h. Do not eat food that tastes bad or smells bad.
   - i. Choose clothes that are suited to the weather.
   - j. While camping, boil the water if you are not sure it is pure.

2. Match the picture with the label. Place the number of the label on the right picture.
   - a. Suitable for Rain
   - b. Change Wet Clothing
   - c. Stay Home When Ill
   - d. Wash Fruits and Vegetables
   - e. Keep Clean
   - f. Wash Cuts and Bruises

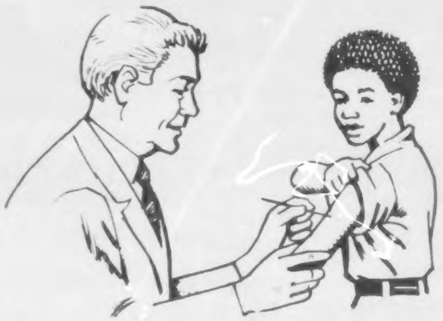
SCHOOL HEALTH SERVICES

Learning Objectives

1. Know about health services provided by the school.
2. Relate school health services to those in home and community.

Suggested Learning Activities

1. Discuss the duties of the school nurse, doctor, and dentist. Talk about the things done at school to prevent the spread of disease. (1)
2. Talk about the reasons for the various health programs conducted in the school. (1)
    a. Health examination
    b. Hearing tests
    c. Vision examination
    d. Dental examination
    e. Immunization program
3. Allow the children to talk about and to express their feelings about taking vaccines for polio, and shots for flu, measles, and whooping cough. (1)
    a. Do they hurt?
    b. Why do we have them?
    c. What can we do to keep from getting frightened?



4. Take the children to the nurse's room to weigh and measure them. Ask the children to try to remember how tall they are and how much they weigh. Take them the next month and have the children compare any gains or losses. (1)
5. Point out the uses of the equipment in the nurse's office. Ask the children to draw a picture of their visit to the nurse's office. (1)
6. Ask the school nurse to give a vision test to the pupils in the room. Record the information on the health card. (1)
7. Discuss and chart proper behavior rules when going to the nurse's office. (1)

8. Have the pupils write a story about a visit to the nurse, doctor, or dentist. (1)

9. Allow the children to role play a visit to the doctor or dentist. (1)

10. Use dramatic representation to prepare pupils for immunizations. Discuss ways the children can help the doctor. (1)

    a. Giving correct information.
    b. Holding still.
    c. Following directions.

11. Allow children to make a health chart reminder. Example: (1)(2)

I Remember

Make a visit to the doctor for a checkup regularly.

See a dentist at least twice a year

Have a doctor check my eyes and ears.

12. Discuss what should be done when a school health examination shows that there is a physical problem. Talk about home visits by the nurse to explain to the parents what should be done. (1)(2)

13. Talk about the role of the school health program in helping parents to keep their children healthy. Discuss the importance of using community services and facilities to help correct a problem discovered at school. (1)(2)

REVIEW

What Have You Learned?

1. List three things that the school nurse does to help you.

   ____

   ____

   ____

2. Put a circle around the number of the sentence that is a good health rule to follow.

   a. Make a visit to the doctor for a checkup regularly.

   b. See a dentist a least twice a year.

   c. Be frightened of the doctor when you receive a measle shot.

   d. Have a doctor check your eyes and ears.

SECTION VII:

UNDERSTANDING PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT ARE A PART OF GROWTH AND DEVELOPMENT

SIGNS OF GROWTH

FACTORS ESSENTIAL TO PROPER GROWTH

FACTORS NECESSARY FOR A HEALTHY PERSONALITY

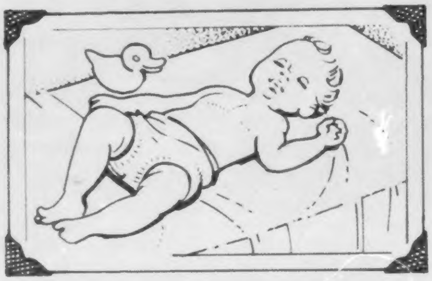
SIGNS OF GROWTH

Learning Objectives

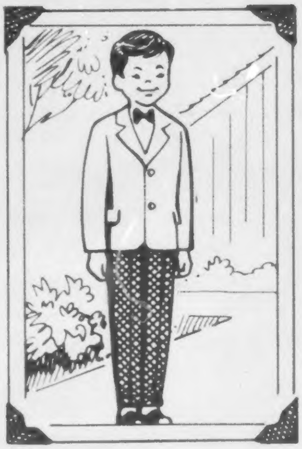
1. Recognize signs of growth.
2. Realize how growth affects size of clothes and shoes.

Suggested Learning Activities

1. Ask children to bring in their baby picture and use them for a bulletin board display to show their growth. Children may wish to compare a present day picture with the baby picture. Have the children find out how much they weighed at birth and their length. (1)



I weighed ________pounds and ______ounces.
I was _________inches long.



Today I weigh __________pounds.
I am ________feet tall.

2. Take the children to the nurse's office weekly to weight and measure them. Have the pupils keep a chart to show their growth. (1)

3. Have children place on hand or foot on a sheet of paper and draw around the hand or foot. Ask the children to write their name and date on the paper. In a few months repeat the action and see if they have grown. (1)(2)

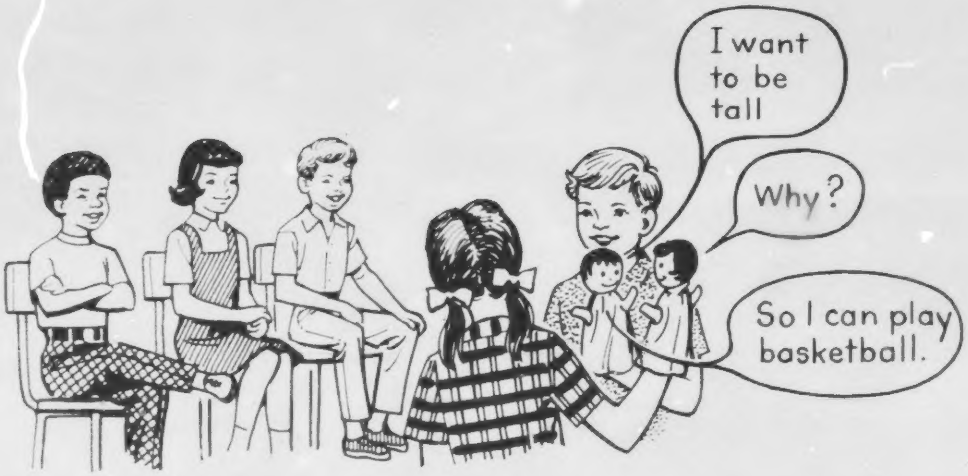
4. Provide opportunities for children to weigh and measure objects in the room. Develop or review with the children concepts of pound, half pound, inch, and foot. (1)

5. Talk about the factors that may have an influence on the growth of the children, such as heredity, illness, sleep, food, rest, and exercise. Discuss which of the factors can be controlled by the children. (1)

6. Allow children to list ways they have grown. (1)

7. Ask children to find out about foods eaten as a baby and compare those foods with the meals they now eat. (1)

8. Encourage children to make puppets. Prepare a classroom play about a boy or girl who wants to be tall and grown up. (1)


I want to be tall
Why?
So I can play basketball.

9. Have the pupils compare themselves with other living things that grow, such as trees, domesticated animals, and vegetables. (1)

10. Discuss the importance of sunshine and fresh air to proper growth. Help the pupils to do a science experiment to show the importance of sunshine and fresh air. Example: (1)

   a. Give one plant sufficient water and place in a well ventilated, sunny area.
   b. Give another plant sufficient water but place it in a poorly ventilated, dark place.
   c. After a week, examine both plants and discuss what took place.

11. Encourage children to participate in playground activities and exercises that will help them to grow. Teach activities that are fun for the boys and girls. Examples: (1)

    a. Jump and Reach
    b. Throw at a Target
    c. Pushups
    d. Jumping Jack
    e. Broad Jumps

12. Demonstrate and practice proper posture for sitting, standing, and walking. Talk about the reasons for good posture. Periodically check the posture of the children. Examples: (1)

    a. Stand tall. Push the top of the head as high as one can.
    b. Stand on both feet. Hold the shoulders back.
    c. When walking, let the arms swing freely. Breathe easily.
    d. Sit tall and keep the back against the back of the chair. Keep both feet on the floor.
    e. Get rid of unhappy feelings. Shoulders drop if one is unhappy. Hold head high. Things look better that way.

13. Show pictures illustrating good and poor posture. Discuss the importance of good posture on health and appearance. Allow pupils who have good posture to act as models for others to draw. Have the children walk to music. (1)

14. Have children make stick figure posters showing correct sitting, standing, and walking positions. (1)

15. Discuss proper posture for viewing television. (1)

16. Encourage boys and girls to select chairs that allow their feet to rest flat on the floor. Discuss and demonstrate the importance of using a straight hard chair to support the pupil when working at a table or desk. Talk about lifting with the strong leg and arm mainly rather than with the back. (1)

17. Have children walk carrying a book on their heads after they have assumed the correct posture. (1)

18. Allow the children to play a game called "Indians," by walking on a straight line with heads held high. The leader or chief has the children vary their arm positions while walking, such as out to the side, overhead, bent at the elbow, in front of the chest, and down to the side. (1)

19. Allow the children to check to see if they have good posture. Let them take a long piece of cord. Tie something on one end to hold it down. Let someone hold the other end just level with the tip of the ear, so that it can hang free. If the posture is good, the cord will pass the middle of the body. It will fall in front of the knees and ankles. (1)

20. **Talk** about shopping for new clothes and shoes. Point out the fact that **as** children grow they need to buy larger clothes and shoes. Stress the **importance** of proper fitting clothes and shoes. (2)

21. Have the pupils dramatize going to a store to buy new clothes and shoes. (2)

22. Provide opportunities for pupils to prepare a scrapbook of magazine pictures or drawings of different styles of shoes for various activities. (2)

23. Talk about the importance of changing shoes and socks when wet. Discuss the proper way to cut toenails and the importance of drying feet properly. Talk about the signs and symptoms of foot problems and whom to see when appear. (2)

24. Allow children to demonstrate how to shine shoes. (2)

REVIEW

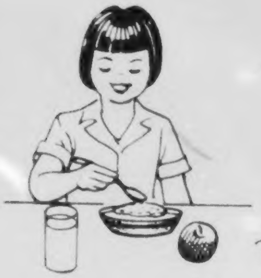
What Have You Learned?

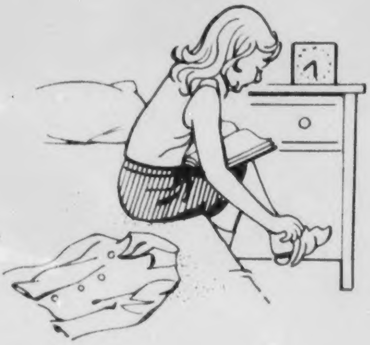
1. List two ways in which your body has grown since you were a baby.

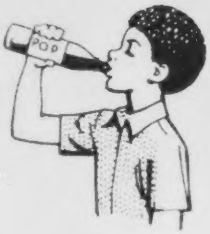
a. ____________________

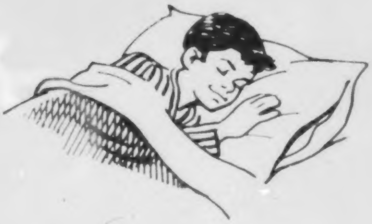
b. ____________________

2. Put an X on the pictures that will help you grow.

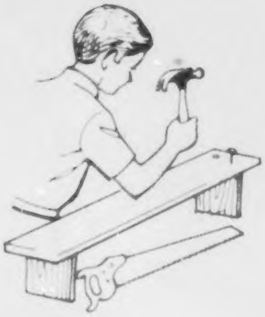


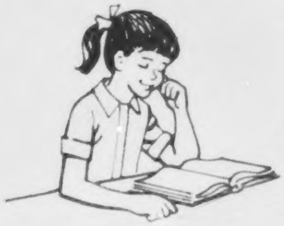


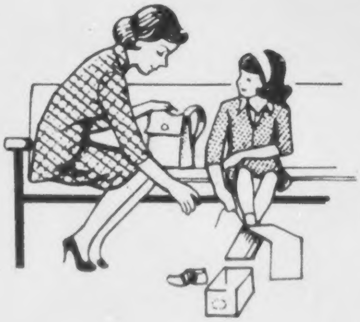


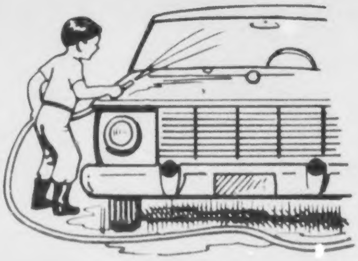


3. Put an X on the pictures that show some ways you are growing.









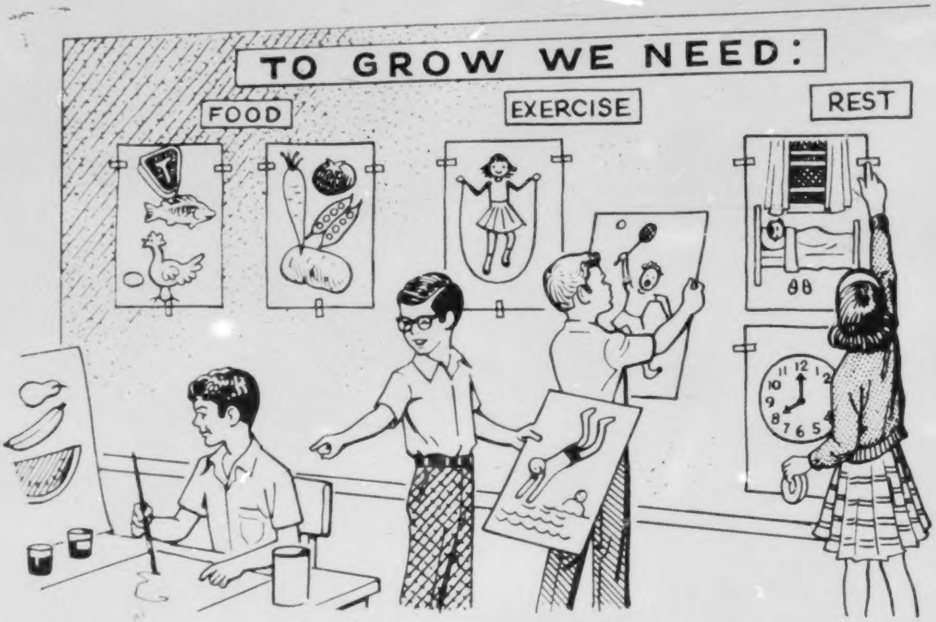
FACTORS ESSENTIAL TO PROPER GROWTH

Learning Objectives

1. Know the importance of proper exercise.
2. Realize the importance of rest and sleep.
3. Understand the importance of proper nutrition.

Suggested Learning Activities

1. Discuss with the children and then have them illustrate the factors essential to proper growth, such as exercise, rest, sleep, and proper nutrition. (1)(2)(3)



2. Talk about the value to exercise as a way to build strong bones, muscles, and help with the growth of the body. (1)

3. Have the pupils develop and discuss standards for exercise and sleep. (1)(2)

Help children to understand that they have their own rate of growth. Children in the room may be the same age, but differ in height, weight, and what they are able to do. Compare children of the same age as to height, weight, and what they are able to do. (1)

5. Compare pictures of healthy looking boys and girls. Cut the pictures from magazines. Examples: (1)

a. Children look well and strong.
b. It is fun to feel well.
c. Proper exercise helps to keep boys and girls fit.

6. Survey the pupils to find out the amount of exercise they receive. (1)

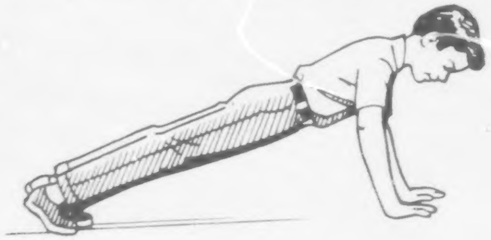
	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Time spent playing at recess							
Time spent playing before school and after school							
Time spent at physical education							
Time spent riding bicycle or walking to and from school							

7. Provide opportunities for pupils to make posters showing the importance of exercise in daily living. (1)

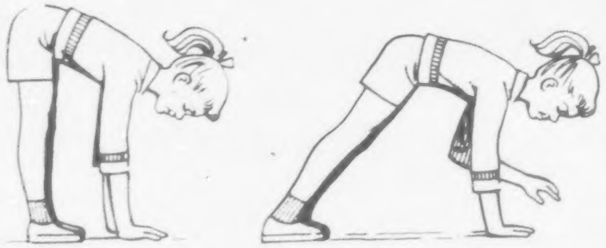
8. Have the pupils write an experience story entitled, "How I exercise each day." (1)

9. Teach pupils exercises that may be performed at school or at home. Have the pupils demonstrate the stunts or activities. Ask the children to make a scrapbook of exercises good for developing the body. Provide opportunities for the pupils to make a poster showing different activities which help develop a strong body. Examples: (1)

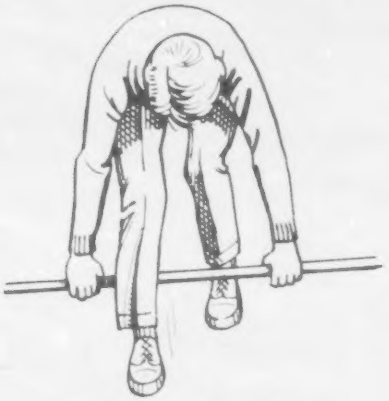
a. Pushups



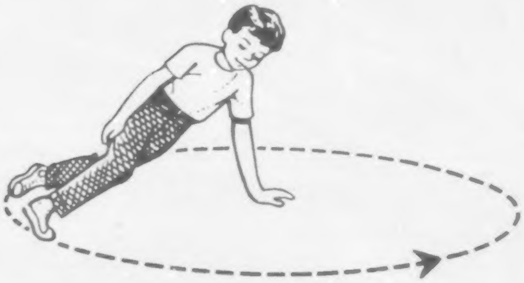
b. Worm walk



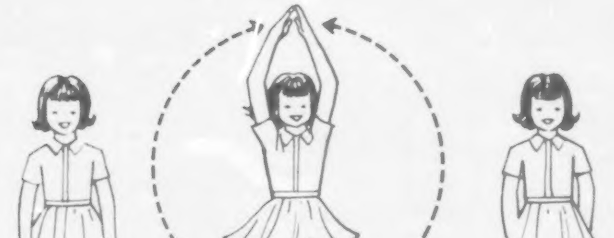
c. Jump the stick



d. Circle walk



e. Jumping jack



f. Frog jump
g. Beanbag balance
h. Crab walk
i. Rope jumping
j. Dervish jump
k. Jack knife
l. Lariat
m. Treadmill turn
n. Bobble
o. Airplane
p. Jump the shot

10. Have the children perform creative rhythms and marches as rainy day inside activities. (1)

11. Allow the children to demonstrate the stunts and exercises and tell which ones develop the arms, legs, and back muscles. (1)

12. Ask children to list things they can do now that they could not do last year. (1)

13. Teach children the rules and skills of games so that they will be more likely to want to participate in game activities. Emphasize fair play. (1)

14. Help the pupils develop a health word list including words, such as muscles, games, exercises, stunts, health, body, and strong. (1)

15. Show the class pictures of baby animals and talk about the need of animals for sleep. (2)

16. Discuss the reasons boys and girls need rest and sleep. Examples: (2)

    a. Develop strong muscles and a healthy body
    b. Aids the brain
    c. Helps the heart
    d. Helps the body fight disease

17. Discuss the word fatigue and causes of fatigue. (2)

18. Have children dramatize how they behave when tired and how they behave when rested. (2)

19. Provide opportunities for pupils to draw, display, and talk about pictures drawn or painted showing sleep, work, play, and relaxation activities. (2)

20. Ask children to suggest ways to rest and relax. List the suggestions on the board or chart. Have the pupils tell the class kinds of quiet activities that best prepare pupils for rest. Examples: (2)

    a. Warm bath
    b. Lying down
    c. Sit with head on desk
    d. Listen to music
    e. Change of pace
    f. Change from one interest to another
    g. Vary physical activity

21. Arrange for the children to experience quiet activities in the classroom, such as listening to records and stories, and drawing and painting. (2)

22. Discuss good room conditions for sleep. (2)

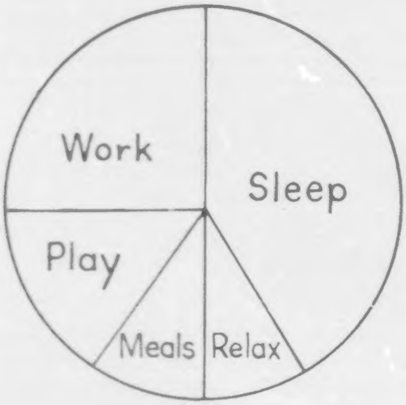
23. Ask children to tell how they relaxed during the school day. Keep a check list and note the favorite choice. (2)

24. Encourage children to **list** some of the things they do for relaxation and recreation. Provide opportunities for the pupils to write a paragraph on their favorite way to relax. (2)

25. Talk about how long to watch television and the kinds of programs to watch. (2)

26. Allow the pupils to dramatize the problem of a boy or girl who wishes to stay up past the proper bedtime to watch a favorite television program. (2)

27. Have the pupils make a circle graph including 24 hours, divided into times of work, play, exercise, sleep, rest, and meal times. Let the children keep a personal record of the number of hours they sleep, play, relax, and work. Example: (2)



28. Ask the children **questions**, such as "Why do we eat?", "What happens when a person doesn't eat?", "How is the body like a machine?", "How do you feel when you are at your best?" Discuss the questions and answers. (3)

29. Discuss foods necessary for proper growth. Have children draw pictures of foods important to proper growth. Example: (3)

Milk	Orange juice	Butter
Bread	Eggs	Celery
Meat	Carrots	Apples

30. Conduct a Food Fair during which boys and girls may display various kinds of foods, adequate breakfasts, lunches, dinners, and snack time foods. Pupils may invite parents and write a story about the Food Fair for the school newspaper. (3)

31. Have the children prepare and serve a nutritious breakfast without having to use a fire. (3)

32. Invite an interested parent to talk to the pupils about foods which are good for them. (3)

33. Give children experiences in choosing a good breakfast, lunch, and dinner. Use mounted food pictures and allow the pupils to choose the foods to make a nutritious meal. (3)

34. Discuss the four major functions of food. Allow pupils to draw pictures to illustrate each one. Example: (3)

    a. Produce energy
    b. Provide materials for growth
    c. Repair tissues
    d. Protect health

35. Ask the pupils to evaluate the adequacy of the cafeteria tray lunch. (3)

36. Explain to the class that the amount of food needed by boys and girls is related to their personal nutitional needs. Explain to the children that they have a personal responsibility to establish good nutritional habits. Amount of food will depend upon, such things as sex and age, size and body type, and amount of daily exercise. (3)

37. Ask the children to list foods eaten for several days to check for a balanced diet. (3)

38. Plan meals for a day, making certain to use foods which contain needed vitamins, such as milk, milk products, butter or margerine, eggs, meats, vegetables, fruits, and bread. Discuss with the class that the cheapest and best ways to obtain vitamins for the body is to eat nutritious foods. Have the pupils make a chart showing the different vitamins. Talk about the purposes of vitamins. Examples: (3)

    a. Help prevent infection
    b. Stimulates appetite
    c. Promote growth
    d. Help to build good teeth, bones, and gums
    e. Help digest food
    f. Promote health of skin
    g. Help to maintain normal vision

39. Talk about foods rich in minerals, such as milk, eggs, orange juice, meat, green vegetables, leafy vegetables, bread, cereal, and sea foods. (3)

40. Explain to the class that a calorie is the unit of measure used in determining the usable energy in foods. Help children realize that the

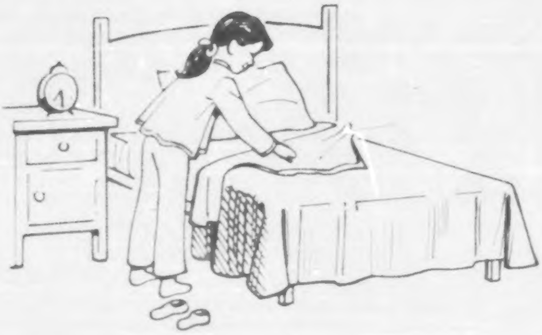
number of calories needed varies among individuals and also according to the individual's activities. Discuss the number of calories needed daily. (3)

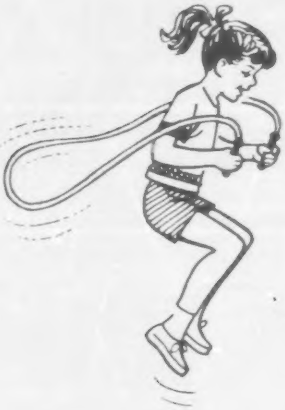
41. Discuss the relationship of wrong food and overweight. Talk about how eating problems may be solved. Emphasize the dangers of eating too much of the same food. (3)

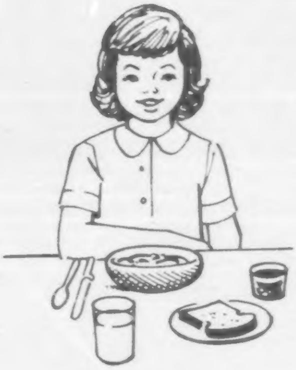
REVIEW

What Have You Learned?

1. Write next to each picture the word to indicate what you need to grow.







2. Perform the following exercises.

   a. Pushups
   b. Jumping jack
   c. Dervish jump
   d. Lariat

3. Write on the paper at least two ways you rest and relax.

   ____

   ____

4. List the foods you would prepare for a nutritious lunch.

   ____

   ____

   ____

   ____

   ____

FACTORS NECESSARY FOR A HEALTHY PERSONALITY

Learning Objectives

1. Develop positive attitudes toward oneself and others.
2. Develop an interest in leisure-time activities.
3. Accept others with handicaps.
4. Be aware of the relationship between dental health and personality.
5. Know proper social skills.
6. Learn that clean and appropriate clothing contribute to feelings of self respect.
7. Be aware of individual growth differences between boys and girls.
8. Develop worthwhile personal goals.
9. Prepare for junior high school.

Suggested Learning Activities

1. Give pupils the opportunity to talk about themselves and their friends. Ask them to fill in a form about their friends. Stress the strengths of pupils. (1)

My Friends

Two people I like very much. ____________________

____

Things that I like about my friends. ____________________

____

____

____

My friends like me for these reasons. ____________________

____

____

____

2. Have children suggest ways to be helpful to friends and members of their family. (1)

3. Discuss with the class how to make friends and how to be accepted as a member of the group. Examples: (1)

   a. Help the class to develop rules for working together.
   b. List ways in which friends help each other.
   c. Allow the pupils to draw pictures illustrating ways to be helpful to someone.
   d. Discuss the qualities to consider in being a friend and in choosing a friend.
   e. List thoughtful things the boys and girls can do for members of their family and for their friends.
   f. Talk about traits that make people popular.

4. Ask the pupils to write or tell a biographical story. Allow the children to draw a self-portrait. (1)

5. Arrange for the children to role play a situation in which they are to meet new people. Stress the importance of making the new pupil feel at home. (1)

6. Plan classroom situations which emphasize courtesy in every day living. Develop a courtesy code. Make up sentences and real life situations in which words, such as please, thank you, I'm sorry, and excuse me have to be used. (1)

7. Provide opportunities for pupils to write thank you notes, invitations, and letters to pupils who are ill. (1)

8. Read to the children stories in which traits of honest are emphasized. Have the boys and girls suggest what might have happened in the story if the trait of honesty was not practiced. Talk about how being truthful affects not only themselves but affects others. (1)

9. Provide opportunities for the pupils to role play situations which require them to adjust to disappointments, such as losing a game, tearing a piece of their clothing, denial by the teacher of a permission request, and rejection by peers. (1)

10. Discuss the proper attitudes pupils should have toward disappointments. (1)

11. Talk about the fact that it is sometimes necessary to change plans. (1)

12. Allow the children to tell some of the responsibilities that they have at home. Discuss the reponsibilities of a son or daughter to his parents. (1)

13. Give the pupils opportunities to elect class officers and other class duties. (1)

14. Provide opportunities for the pupils to work in groups or in committees to learn that sometimes the thinking and cooperative efforts of several pupils are more effective than the work of one person. Stress that each member of the group must carry out his responsibilities if a task is to be successful. Plan a classroom party as one way to have pupils share responsibilities and rewards. (1)

15. Discuss the meaning of being a leader and a follower. Talk about the responsibility of each role. Talk about the reasons leadership is given to different boys and girls at different times. (1)

16. Demonstrate ways to give and to receive helpful criticism. (1)

17. Have the children talk about their fears. Point out that everyone is afraid sometimes. Stress that boys and girls need to be afraid of or cautious about certain things. Ask the children to make a list of fears that are common to many people. Discuss ways to overcome fears. (1)

18. Allow children to tell about situations at home and at school that upset them. Have the class offer suggestions of ways to handle the various situations. Stress the importance of talking about personal problems and fears with an adult. (1)

19. Talk about some of the feelings all people have, such as happiness, jealousy, anger, sadness, embarrassment. Have the children list situations which may give rise to these feelings. Stress that it is normal to have feelings, but that they must be controlled. Show pictures which express emotions and discuss possible reasons for the expressed emotions. Have the pupils list things they can do to "cool off" when angry. (1)

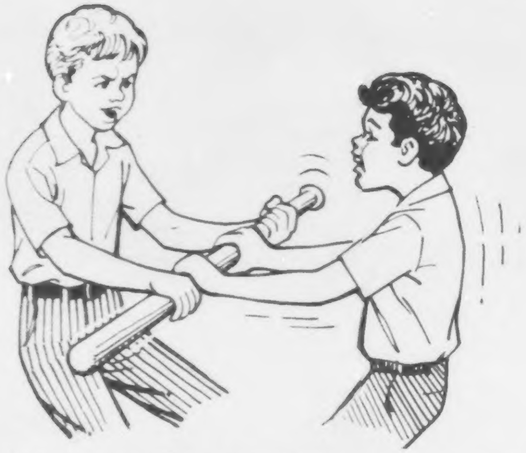
20. Talk about the need for control over actions, such as crying easily, being a bully, temper tantrums, and fighting. Discuss why a person is sometimes called a crybaby or a bully. Talk about ways to help someone who is like that. (1)

21. Encourage the children to play a form of charades and to pantomime an emotion for the class members to guess. (1)

22. Ask the pupils to write stories about being angry, losing their temper, or being bossy. List acceptable ways of handling angry feelings. (1)

23. Have the pupils dramatize situations that illustrate fairness in playing games. Use sportsmanship pictures from magazines and newspapers to help motivate and develop a discussion. (1)

24. Provide children with the opportunity to create and illustrate stories about being good sports. (1)



25. Talk about sharing materials, supplies, tools, toys, and equipment with others. Provide classroom situations in which pupils practice taking turns and sharing. Discuss letting other boys and girls enter into a game once it has started. (1)

26. Talk about the importance of cooperating with people in authority, such as parents, teachers, crossing guards, policemen, recreation leaders, and school safety patrol. Discuss how cooperation helps people live happily with others. (1)

27. Talk about being a good citizen. Explain to the class the meaning of respect and obedience. (1)

28. Show the class pictures of people in authority. Ask the pupils to write a chart story pointing out their responsibilities to these people. (1)

29. Talk about school rules. Have the pupils list rules to follow in order to be a good school citizen. (1)

30. Discuss proper behavior for boys and girls when guests come into the classroom or when visiting their home. (1)

31. Point out to the pupils the concept that since all people make mistakes, they should be willing to admit when they are wrong and to profit from their errors. (1)

32. Have the class talk about qualities which are important in building self-respect. Talk about fairness, truthfulness, trustworthiness, being a good loser, being a modest winner, cooperation, dependability, loyalty, and generosity. (1)

33. Ask the pupils to write a paragraph about a problem that troubles them. Discuss why it is wise to seek help when people can not solve a problem. Make a list of people with whom they could talk over a problem. (1)

34. Talk about the ways children show respect for the feelings of other boys and girls. Explain how teasing and name calling could result in hurt feelings and the loss of friends. (1)

35. Discuss the differences between tattling and reporting situations of importance. Have the pupils make a list of situations that may need to be reported. (1)

36. Lead the pupils in a discussion of the value of being able to appreciate a joke on themselves. Talk about the acceptable ways to enjoy stories and happenings that are funny. (1)

37. Dramatize situations that will help to develop positive attitudes toward oneself and others. Examples: (1)

    a. How to help a new boy or girl adjust to school
    b. How to take turns
    c. How to make and keep friends
    d. How to settle arguments
    e. How to be a good sport
    f. How mistakes can help us at times
    g. Things I like to do
    h. Things that make me happy
    i. Things that make me sad
    j. Things that make other happy

38. Ask the pupils to place in writing good things that they have seen classmates do during the day. Read the good deeds to the class at the end of the school day. (1)

39. Teach the children poems relating to factors necessary for a healthy personality. (1)

A Smile

A smile is like a little wedge
That often keeps us from the edge
Of getting sad, or feeling blue--
I love to see a smile, don't you?

Speech in the Elementary School

Joy

Joy is like a magic cup,
I lift it to the sky,
And all the more I offer up,
The fuller joy have I.

Speech in the Elementary School

A Happy Day

When we work and play together,
In a kind and friendly way--
Taking turns and sharing things
Then we'll have a happy day.

Speech in the Elementary School

Words

I love the sound of kindly words--
I try to make them sing,
And hope I never send one out
To be a hurtful thing.

Speech in the Elementary School

Surprise

A surprise for mother,
I'll make it today.
I know already
The words she'll say.

With a happy sound
Her voice will sing,
"Oh, thank you, dear,
It's a beautiful thing."

Unknown

Politeness

Hearts, like doors, will open with ease
To very, very little keys,
And don't forget that two of these
Are "Thank you, Sir," and "If you
please."

Speech in the Elementary School

The Joy of Living

Unison: Somehow, not only for **Christmas**
But all the long year through,
The joy that you give to others
Is the joy that comes back to you.
And the more you spend in blessing
The poor and lonely and sad,
The more of your heart's possessing
Returns to make you glad.

John Greenleaf Whittier

Growth

Unison: Fully, gladly, do the task
That each passing day may ask;
Do it with your strength and might,
Do it quickly, do it right:
Do it so when coming days
Bring fresh tasks in larger ways
Strength of purpose, heart, and brawn
With greater skill will carry on.

Speech in the Elementary School

Recipe for Happiness

If you want to be happy
Then start right away
Doing one kindness
For someone each day.
Scatter some sunshine,
Forget about self
And put all worries
Away on a shelf.

If you want to be happy
Just begin to be glad,
Keep thinking of others
And refuse to be sad,
And don't wait 'til tomorrow
But start right away
Just doing one kindness
For someone each day.

Mabel Wilton

A Level Head

It takes a level head to win,
A level hand, a level eye,
But sometimes, even when you try
Your level best, things go awry.
You drop the ball, you miss your aim,
You slip a cog and queer the game.
Then comes the test. Don't make
excuse;
Don't crumple; stand up in your
shoes.
Remember, in a certain sense,
It takes a level head to lose!

Speech in the Elementary School

40. Read poems to the children relating to factors necessary for a healthy personality. Examples: (1)

You Tell On Yourself

You tell what you are by the friends you seek,
By the very manner in which you speak,
By the way you employ your lesiure time,
By the use you make of dollar and dime.
You tell what you are by the things you wear,
By the spirit in which your burdens bear,
By the kind of things at which you laugh,

By the records you play on the phonograph.
You tell what you are by the way you walk,
By the things in which you delight to talk,
By the manner in which you bear defeat,
By so simple a thing as how you eat,
By the books you choose from the well-filled shelf;
In these ways and more, you tell on yourself,
So there's really no particle of sense
In any effort at false pretense.

Speech in the Elementary School

Myself

I have to live with myself, and so
I want to be fit for myself to know.
I want to be able, as days go by,
Always to look myself straight in the eye;
I don't want to stand with the setting sun,
And hate myself for the things I've done.

I don't want to keep on a closet shelf
A lot of secrets about myself,
And fool myself, as I come and go,
Into thinking that nobody else will know
The kind of boy (or girl) I really am;
I don't want to dress up myself in sham.

I want to go out with my head erect,
I want to deserve all boys' (or girls') respect:
But here in the struggle for fame and wealth
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.

I never can hide myself from me;
I see what others may never see;
I know what others may never know;
I never can fool myself, and so,
What ever happens, I want to be
Self-respecting and conscience-free.

Speech in the Elementary School

For Very Young Philosphers Only

Begin the day with cleanliness. Keep your bathroom immaculate.

Before leaving your room in the morning, put all discarded clothing into a dresser or a closet.

Dress yourself neatly; other people can judge us only by what they see, until they know us well; and their judgments will affect our progress and our happiness.

Enter into the life of the family and the community with good cheer; make little of your troubles, much of your good fortune.

Do not speak while another is speaking. Discuss, do not dispute. Absorb and acknowledge whatever truth you can find in opinions different from your own.

Be courteous and considerate to all, especially to those who oppose you.

Reduce to a minimum your reading, hearing, and watching of material intended for immature minds. The mind is formed by what it takes in. Don't be a wastebasket.

Do some studying every day; grow old while learning.

Combine external modesty with internal pride. Your modesty will make it easier for those around you to bear with you; your internal pride will stir you to shun meanness and sloth.

You will find in the Golden Rule the simplest and surest secret of happiness.

Will Durant

41. Have the children list acceptable things to do when alone. (2)

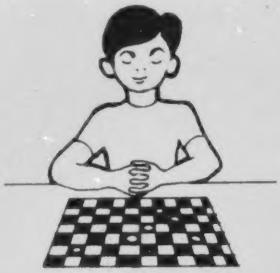
42. Encourage children to talk about their favorite toys and how they play with them. (2)

43. Allow the class to talk about interesting things they do for fun on a weekend. Have the class talk about the ways families can have fun together. (2)

44. Ask the children how they spend their recreational time with the family at home and outside the home. Have the children tell about celebrations and parties enjoyed by the family. (2)

45. Teach the children games that can be played at home. Examples: (2)

    a. Checkers
    b. Hangman
    c. Tic-tac-toe
    d. Hide and seek
    e. Kick the can
    f. Bingo
    g. Monopoly
    h. Scrabble
    i. Chess



46. Make a chart which will help the children know some of the quiet activities in which they may engage after completing their assigned work. (2)

47. Ask the class to suggest a list of acceptable indoor and outdoor games. Discuss and demonstrate how group games are played. (2)

48. Teach the children how to take care of the record player. (2)

49. Teach the boys and girls contemporary dances, folk, and square dances. (2)

50. Allow the pupils to role-play two children arguing about which program to watch on television. (2)

51. Have the children report on ways to earn money to pay for recreational activities. (2)

52. Ask the children to list the places in the community where they may spend their leisure time in meaningful activity, such as the zoo, park, museum, school playground, and library. (2)

53. Discuss the meaning of the word hobby. (2)

   a. Ask children to talk about their hobby. Allow them to show the class and tell about their particular hobby.
   b. Have the children list hobbies that help to develop healthy bodies or minds.
   c. Ask children to explore a new hobby, by introducing hobbies, such as stamp collecting, rock and shell collecting, records, and pennants.
   d. Plan a hobby show in which pupils may work on a hobby with their parents. Arrange for an exhibit to be held at school. Have the boys and girls write and send invitations to the school family and their parents.

54. Read stories to the class about people who have had misfortunes and how they overcame their difficulties. Examples: (3)

   a. Helen Keller
   b. Glen Cunningham
   c. Franklin D. Roosevelt
   d. Wilma Rudolph

55. Discuss with the class common handicaps, such as wearing glasses, braces, and other corrective aids. Point out to the boys and girls how accepting the corrective aids reduces some of the problems associated with a handicap. Talk about the value of glasses, braces, and so forth. Talk about being considerate of those who wear corrective aids. (3)

56. Have the children look at pictures of people and to notice the affect teeth have on their appearance. Discuss how decayed, missing, and dirty teeth affect appearance. (4)

57. Talk about the importance of an attractive smile. Arrange a bulletin board display showing boys and girls with appealing smiles. Ask the pupils to write a television commercial on the importance of an attractive smile. (4)

58. Demonstrate for the pupils how the teeth help to produce certain sounds, such as the f, v, and th. Provide opportunities for pupils to practice saying words which begin with these sounds. Allow the children to talk about speech difficulties they experienced when they lost their first teeth. (4)

59. Talk about the importance of being prompt for school, appointments, completing assignments, and performing duties. (5)

60. Role play to illustrate proper manners in the cafeteria, playing in the yard, riding on a school bus, and eating at a restaurant. (5)

61. Teach the pupils how to set a table. Show the pupils how to arrange a center piece, table decorations, and arrangement of food. Dramatize a family meal. Use play toys to show the proper place setting for a family meal. Example: (5)

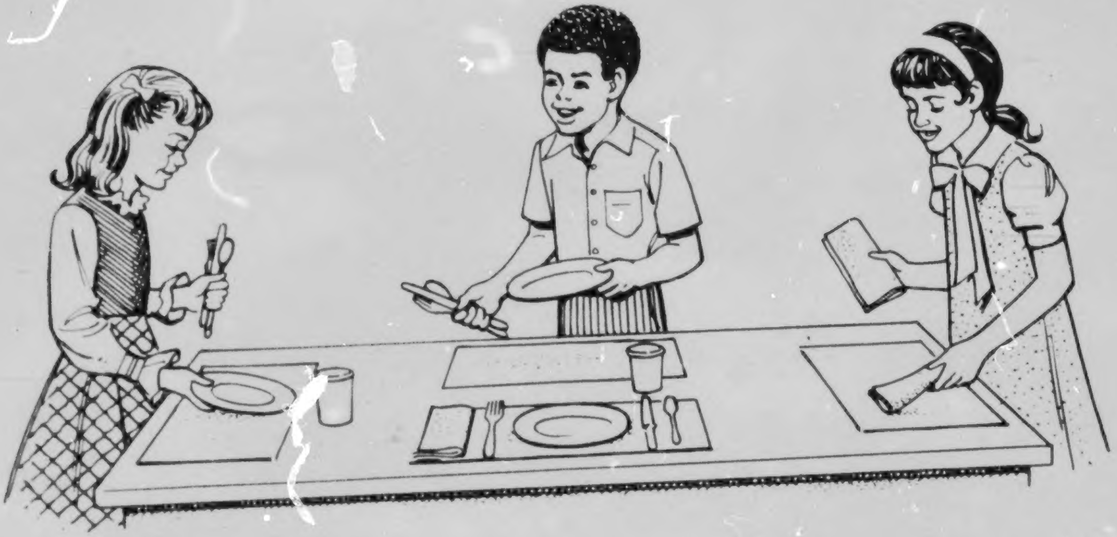
a. At the table:

1) Sit up nice and straight.
2) Keep your elbows off the table.
3) Put your napkin in your lap.
4) Use your knife to cut your food.
5) Use your fork to pick up your food.
6) Say "Please" and "Thank you."
7) Chew your food with your mouth closed.
8) Never try to talk with your mouth full.

b. At the end of a meal:

1) Put your silverware on your plate.
2) Put your napkin beside your plate.
3) Ask to be excused if you wish to leave the table.

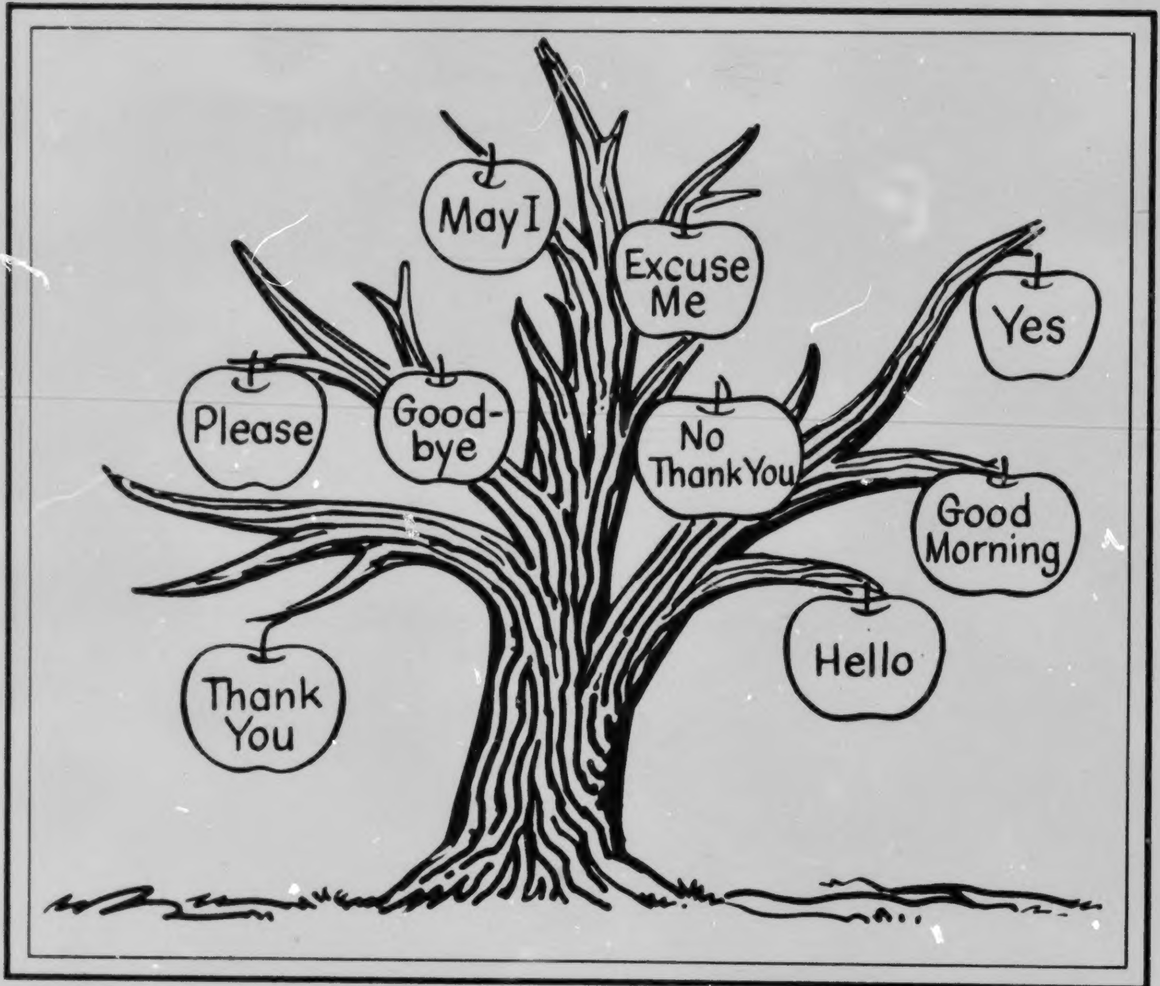
62. Have the pupils plan a meal to be served to their parents. Allow them to set up the tables with the proper arrangements. (5)



63. Develop with the children a skit or play showing good table manners. Ask the children to show how to use a napkin and serve food. (5)

64. Plan with the children a bulletin board display called "Our Manners Tree." (5) The manners tree bulletin board is useful when teaching basic courtesies. It is developed gradually by adding a new apple each time a new courtesy is taught.

Our Manners Tree


May I
Excuse Me
Yes
Please
Good-bye
No Thank You
Good Morning
Hello
Thank You

65. Have the children develop a chart in which proper manners are illustrated by pictures. (5)

66. Provide pupils with the opportunity to serve as host or hostess for PTA and Community Advisory Council Meetings, class and other school functions. (5)

67. Teach pupils how to make introductions. Examples: (5)

a. If you have a new friend who doesn't know anyone, say, "I would like you to meet my friend," and say your friend's name.

b. Instruct the children to introduce the girl to the boy.

68. Discuss proper behavior and conduct when a friend is visiting. Examples: (5)

a. Greet each of the guests with a "How do you do and please come in."
b. Show them where to put their hats and coats.
c. Be sure to serve your friends with food and drink before you have any yourself.
d. Help all your friends to join in the fun.
e. Ask your friends what games they would like to play.
f. Thank your friends for coming.
g. A boy should help a girl on with her coat.
h. Hold the door open for a girl or a grown-up.
i. Let a girl or grown-up go first.

69. Talk about behavior and proper conduct when visiting a friend. Example: (5)

a. Say "How do you do?" to your friend and to his parents.
b. Say "Hello" to anyone else who is present.
c. Be cheerful and friendly.
d. Don"t touch things or play with things until you ask if you may.
e. Say "Please" if you want something.
f. Say "Thank you" if you are given something.
g. When you leave, tell your friend and your friend's mother that you had a nice time.
h. Say "Good-bye" and "Thank you."

70. Provide opportunities for the pupils to practice social skills using the telephone. Example: (5)

a. When telephoning a friend's house say, "This is Joshua; May I speak with Fidel?"
b. When you answer the telephone in your house, say, "Hello. This is Irma."
c. Put the telephone down gently if you have to call your mother or father to the phone.
d. If your parents are not at home, say, "May I take a message?" Listen carefully to the messange, write it down, and tell your parents about the message when they return home.

71. Demonstrate and have the children practice good personal grooming habits. Example: (5)

a. Have the children use the classroom mirror to check their appearance in the morning.
b. Stress the importance of using deodorants. Talk about body odors.
c. Allow the girls to talk about and demonstrate the proper use of cosmetics.
d. Teach pupils how to use the nail file, emery board, and nail polish.

72. Talk about clothing needed by most people. Make a list of the various articles of clothing. Have the pupils use the words as weekly spelling words. (6)

73. Develop and discuss with the class a list of ways to care for clothing. Examples: (6)

   a. Change to play clothes after school.
   b. Hang up clothing.
   c. Place dirty clothes in a hamper.
   d. Change underwear and socks daily.
   e. Keep shoes shined.
   f. Remove stains.
   g. Brush clothing to be worn.
   h. Use an apron to protect clothing.
   i. Iron clothing.
   j. Label clothes.
   k. Clean and wash clothing.
   l. Sort and fold clothing.
   m. Store clothing.
   n. Repair clothing when tears and holes are small.

74. Provide opportunities for pupils to make posters to illustrate ways to keep clothing clean. Talk about how boys and girls feel when wearing clean clothing. (6)

75. Discuss services in the community which help to keep clothing clean, such as dry cleaners, laundromats, and laundries. (6)

76. Demonstrate and practice the proper procedures for brushing, hanging, washing, and ironing of clothing. (6)

77. Demonstrate the procedures for washing socks. Talk about the reasons for washing daily the clothing worn next to the body. Discuss the importance of wearing clean underclothing. (6)

78. Allow the children to construct a shoe shine kit. Let the children shine their shoes. Talk about the importance of polished shoes and keeping laces ties. (6)

79. Discuss the fitting of shoes by a store clerk in the local shoe store or in the department of a large store. Talk about the importance of proper fitting shoes. (6)

80. Talk about why good clothes should not be worn during play and the types of clothing to be worn for certain kinds of weather. (6)

   a. Allow children to use paper dolls to show appropriate clothing for school.
   b. Conduct a fashion show wearing clothing for various occasions.
   c. Give the pupils an opportunity to make a scrapbook of clothing suitable for various occasions.

81. Have the pupils make puppets to show neat clothing and unattractive clothing. (6)

82. Provide opportunities for pupils to dramatize buying of clothing in a department store. (6)(7)

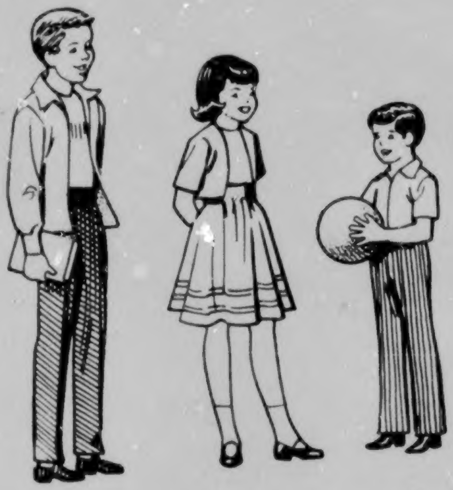
83. Talk about the different kinds of uniforms worn by people, such as nurses, community helpers, policemen, and firemen. (6)

84. Discuss how individuals differ physically. Have the pupils make a chart or graph showing the difference in weights or heights of various pupils. (7)

   a. Have children observe the heights of class members whose ages are the same.
   b. Discuss individual growth patterns.
   c. Talk about and list the advantages and disadvantages of being short or tall.
   d. Show charts illustrating the differences in the growth rates of boys and girls. Point out th at ages ten to twelve girls tend to be taller than boys, but that boys catch up later.

85. Talk about the general physical changes which are associated with growing up. (7)

   a. Conduct a discussion about the meaning of "growing up."
   b. Stress the fact that it is important to accept changes in growing up as being natural and normal.



86. Provide opportunities for the pupils to role play proper behavior in different places. Examples: (7)

   a. At the movies
   b. At a sporting event
   c. On the beach
   d. On a bus

87. Have the boys and girls discuss activities and games that they enjoy now that they did not enjoy previously. (7)

88. Talk about the opportunities for boys and girls to enjoy parties, games, and field trips together. (7)

89. Provide opportunities for wholesome boy-girl relationships through introductions, rhythms, games, group work, and role playing. (7)

90. Discuss with the class what is meant by having worthwhile personal goals. (8)

91. Have the class make a chart listing important values. Examples: (8)

   a. Good attitude
   b. Proper habits
   c. Careful planning
   d. Self-control
   e. Honesty
   f. Courage
   g. Accepting responsibility
   h. Truthfulness

92. Ask the pupils to write a story about making the most of their life. (8)

93. Have the pupils write a story or talk about their personal goals. Let them list the steps that may be necessary to achieve their goal. (8)

94. Discuss changes in activities from the sixth grade to junior high school. (9)

   a. Discuss feelings about going to junior high school.
   b. Have the pupils plan a self check list to ascertain their readiness for junior high school. Example:

      1) I take care of my own clothing.
      2) I go to bed and get up without reminders.
      3) I eat proper foods.
      4) I am dependable.
      5) I keep myself clean.
      6) I am usually prompt.
      7) I am courteous and helpful to others.
      8) I know how and when to study.

   c. Ask the pupils to prepare a list of questions they may wish to ask the junior high counselor when he visits the classroom.

95. Provide children with the opportunities to talk about the term, "responsibility." (9)

   a. Talk about the taking care of school and personal property.
   b. Discuss carrying through an activity to completion.
   c. Ask the pupils to evaluate their work each day.
   d. Talk about the importance of putting away materials used in play and work.
   e. Consider reasonable responsibilities they would be expected to assume at school and at home.

96. Read a story to the class about a boy or girl with a character problem. Stop before the end of the story and ask the children to suggest an ending. (9)

97. Help pupils to meet with confidence new situations, such as going to junior high school. (9)

   a. Inform the boys and girls about the situation ahead of time through role playing.
   b. Listen to experiences of others.
   c. Invite speakers to the class.

98. Talk about and develop standards for study. Discuss the reasons for study. Dramatize the correct ways to study. (9)

REVIEW

What Have You Learned?

1. Write True for each sentence that is true. Write False for each sentence that is false.

   a. There have to be rules so that people can live and work together.

   b. Learning how to make decisions is an important part of growing up.

   c. When you show kindness and consideration toward others, you are being courteous.

   d. If you have a problem that makes you unhappy forget it.

   e. Try to make a new pupil feel at home.

   f. Everyone is afraid sometimes.

   g. Boys and girls should never admit when they make a mistake.

2. Put a circle around the correct answer.

   a. If we receive a poor mark in arithmetic, we should

      1) become very angry with the teacher
      2) try to improve
      3) give up

   b. If a friend said he didn't like our manners we should

      1) tell him he is wrong
      2) think about what he said and see if he is right
      3) be angry and talk to him again.

   c. We should choose leaders who are

      1) poor sports
      2) show-offs
      3) dependable

   d. As team members we should

      1) make everyone play our way
      2) cooperate with the leader
      3) get angry

e. If we make a mistake, we should

1) feel soory for ourselves
2) become angry
3) think about the right thing to do

f. At times everyone feels angry. We like those who

1) lose their temper
2) hold their temper
3) cry

g. When a person uses self-control, he

1) does not get angry when the team loses
2) does not have much fun
3) is not liked by his classmates

h. Boys and girls respect themselves when they

1) put things over on other people
2) treat other people with respect
3) be little other people

i. Jane came in to lunch after playing and sat down at the table. Before sitting down she should have

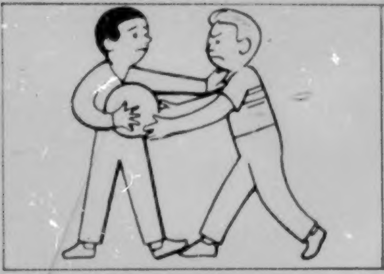
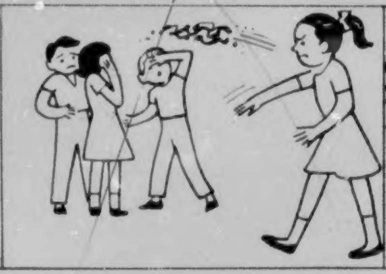
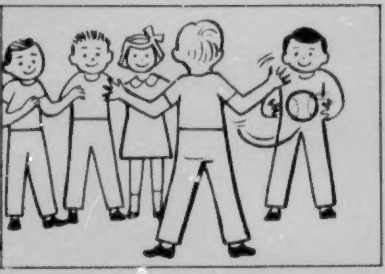
1) started eating
2) played with the dog
3) washed her hands

j. During the family mealtime

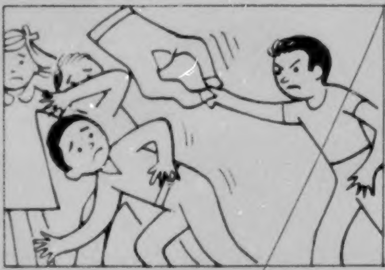
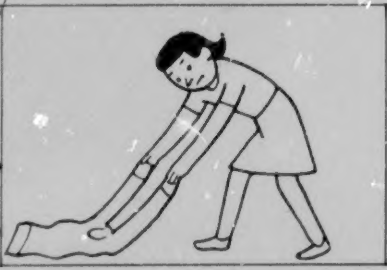
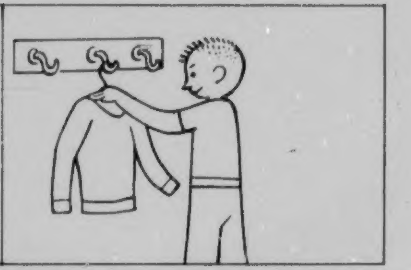
1) everyone should share in pleasant conversation
2) boys and girls should keep quiet
3) quarrels should be discussed

3. Color the correct picture.

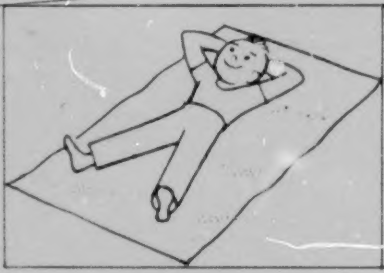
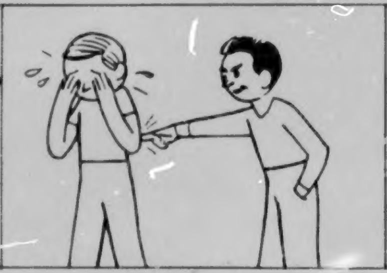
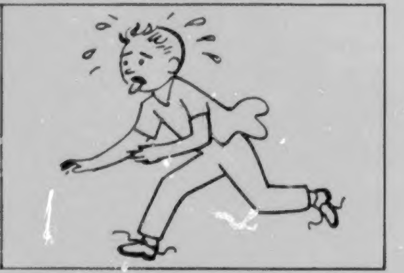
   a. Color the picture that shows the best way to play.

   b. Color the picture that shows the best way to take care of your clothes.

   c. Color the picture that shows the best thing to do when we feel tired and cross.

4. Demonstrate the proper way to set the table for dinner.

5. Demonstrate proper table manners while eating dinner.

6. Introduce your friend to the teacher.

7. List 3 thing you do to care for your clothing.

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____

____

8. List 5 things you need to do to be ready to go to junior high school.

____.

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____

SECTION VIII:

DEVELOPING AN AWARENESS OF HEALTH AS IT AFFECTS THE HOME, THE SCHOOL, AND THE COMMUNITY

THE HOME

THE SCHOOL

THE COMMUNITY

COMMUNITY HEALTH SERVICES

MEDICINES, DRUGS, ALCOHOL, TOBACCO

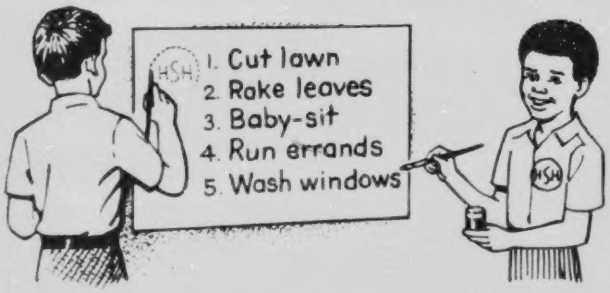
THE HOME

Learning Objectives

1. Keep the home neat and clean.
2. Share responsibilities.

Suggested Learning Activities

1. Have pupils talk about some of the things they do to keep the home neat and clean. Examples: (1)(2)
   - a. Keep belongings in place.
   - b. Keep yard, walls, and garage clean and orderly.
   - c. Maintain sanitary conditions.
     - 1) Disposal of rubbish and garbage
     - 2) Care of pets
2. Discuss how to take care of the various rooms in the house. (1)(2)
   - a. Show pupils how to use the broom, dusting cloth, and the mop.
   - b. Talk about the things to do after using the bathroom. Examples:
     - 1) Put the soap in its proper place.
     - 2) Hang up the towel.
     - 3) Clean the shower or tub.
     - 4) Clean the sink.
     - 5) Flush the toilet.
3. Allow the pupils to list ways they can help their parents. (1)(2)
   - a. Have the pupils talk about some of the things parents do for them.
   - b. Talk about the things the family does together.
   - c. Talk about ways children can help to make the home a happy, healthy place in which to live.



1. Cut lawn
2. Rake leaves
3. Baby-sit
4. Run errands
5. Wash windows

4. Have the pupils plan a schedule of duties and responsibilies for themselves and their brothers and sisters in the home. Example: (1)(2)

	Take out trash	Dry dishes	Set table	On call for errands	Feed dog
Monday	Bob	Martha	Jane	Bob	Jane
Tuesday	Martha	Jane	Bob	Martha	Bob
Wednesday	Jane	Bob	Martha	Jane	Martha
Thursday	Bob	Martha	Jane	Bob	Jane
Friday	Martha	Jane	Bob	Martha	Bob
Saturday	Jane	Bob	Martha	Jane	Martha

5. Provide opportunities for pupils to discuss and describe ways they help to keep the outside of the home looking neat and clean. Examples: (1)(2)

   a. Put lids on garbage cans.
   b. Place rubbish in containers.
   c. Sweep walks.
   d. Rake the yard.
   e. Pick up litter.

      1) Discuss how neat and clean, yards, walks, and driveways help to improve the apprearance of the community.
      2) Have the pupils draw a picture of themselves doing an outside task.
      3) Give the pupils an opportunity to plan and carry out an Anti-Litter Campaign.

6. Discuss the care of pets. List the needs of pets and the ways to care for them. (1)(2)

   a. Read to the class stories about pets.
   b. Discuss the reasons why the community controls conditions under which pets are maintained in the home, such as leashes, rabies shots, and licenses.

7. Ask the pupils to show how they have matured in accepting more responsibility. Allow them to list their home responsibilities at various age levels. (1)(2)

REVIEW

What Have You Learned?

1. List three things you do to keep your home neat and clean.

____

____

____

2. List two things you do to keep the outside of your home neat and clean.

____

____

THE SCHOOL

Learning Objectives

1. Understand the need for maintaining a clean school.

2. Share in the responsibilities of keeping the school neat and orderly.

Suggested Learning Activities

1. Help the pupils organize a room sanitation squad to inspect room cleanlines. (1)(2)

    a. Have the pupils develop a check list and a time schedule for classroom clealiness inspection.
    b. Allow the children to make a pencil and crayon box for their desks.
    c. Let the children bring in a cigar box to store other loose materials.
    d. Allow the pupils to elect certain responsibilities in order to help maintain an attractive classroom.

2. Take the pupils on a walk around the school yard. (1)(2)

    a. Have them list the places that need to be cleaned.
    b. Have them locate and count the receptacles for rubbish or trash.
    c. Allow the boys and girls to point out the danger spots on the school yard.
    d. Develop standards for keeping the playground neat and clean.
    e. Talk about the reasons why the school should be treated as carefully as the home.

3. Provide pupils with the opportunity to plan and make a bulletin board display on school cleanliness. (1)(2)

4. Encourage the children to make booklets on the topic of maintaining a clean school. (1)(2)

5. Have the children practice the proper disposal of food scraps and placement of used utensils in the cafeteria. (1)(2)

6. Provide opportunities for the pupils to make posters to beautify the cafeteria. (1)(2)

7. Help the pupils plan a school program emphasizing the importance of school cleanliness. (1)(2)

8. Arrange to have the school custodian talk to the pupils on how they can help to keep the school clean and orderly. (1)(2)

9. Allow the pupils to plan a Clean Up Day. Form a committee and carry out plans to improve the appearance of the school and school grounds. (1)(2)

REVIEW

What Have You Learned?

1. Below are some sentences. Place a T after the sentences that are true. Place an F after the sentences that are not true.
   a. In the classroom the teacher should tell the boys and girls that the floor is dirty.
   b. If there is no hanger for my coat, I should put the coat on the floor.
   c. The sink should be washed by the custodian and not by the boys and girls.
   d. The classroom should be neat and orderly.
   e. I usually leave my lunch scraps on the tray.
2. List two things you do to keep the schoolyard neat and orderly.

THE COMMUNITY

Learning Objectives

1. Help to keep streets, alleys, and sidewalks clean.
2. Understand the importance of sanitation agencies.
3. Help to keep public and private property clean and attractive.

Suggested Learning Activities

1. Have pupils write and list the things that they can do to keep the community clean, neat, and attractive. (1)(3)
    - a. Take the pupils on a walk to observe the sanitary conditions in the school neighborhood.
    - b. Have the pupils talk about the ways they may cooperate with trash and garbage collection.
    - c. Discuss the need for the Anti-Litter Laws.
    - d. Provide opportunities for the pupils to conduct a litterbug poster contest.
    - e. Talk about the responsibilities of pupils to keep public places clean and neat, such as parks, campgrounds, and picnic areas.
    - f. Teach the class to recognize and read signs, such as
        - 1) Keep Off the Grass
        - 2) Private Driveway
        - 3) Public Property
    - g. Have the pupils make litter bags for use in cars.
2. Talk about the ways the community safeguards public health. (2)
    - a. Provides hospital and medical facilities
    - b. Inspection of food stores and restaurants
    - c. Inspection of food sources
    - d. Maintains beaches and playgrounds
    - e. Maintains a safe water supply
    - f. Controls rodents, fleas, and flies
    - g. Maintains a city sanitation department
        - 1) Garbage and rubbish disposal
        - 2) Street sweepers
    - h. Prevents disease spreading
    - i. Beautifies city

3. Discuss the people who help to protect health in the community. (2)

   a. Provide opportunities for the pupils to illustrate charts and posters about community health helpers.
   b. Have the pupils write stories about the duties of community health workers.

REVIEW

What Have You Learned?

1. Circle the letter of the correct answer. Litter should be:

    a. thrown in the street
    b. put in a litter can
    c. thrown out the window of the car

2. There are laws for inspecting all eating places to make sure these places:

    a. are clean
    b. make money
    c. close early

3. All restaurants are inspected by the:

    a. fire department
    b. police department
    c. health department

COMMUNITY HEALTH SERVICES

Learning Objectives

1. Become familiar with community health services.
2. Know about other community health services.

Suggested Learning Activities

1. Talk about the importance of hospitals, clinics, and nurses in providing services for the citizens of the community. Emphasize the importance of knowing who the family doctor is and his telephone number. (1)
2. Prepare a display of pamphlets and books relating to doctors and nurses. Have the boys and girls discuss their importance in the community. (1)
3. Have the pupils tell about a visit or stay in the hospital. (1)
4. Teach the pupils the names of the neighborhood hospital and clinics. (1)
5. Allow the children to role-play a telephone conversation with a nurse giving enough information about an ill member of the family. (1)
6. Talk about career opportunities and requirements in the health field (1)
7. Discuss the functions of other community services, such as (2)
    - a. Animal shelters
    - b. Inspections
    - c. Sanitation workers
    - d. Immunization programs
    - e. United Way
8. Talk about the difference between voluntary and tax supported health agencies. Discuss how the agencies work together for people's health. (2)
    - a. Have the children make a list of volunteer health agencies that they and their parents have helped, such as the March of Dimes, Heart Fund, Cancer Society.
    - b. Give pupils the opportunity to prepare a short talk on the importance of giving to the United Way.
9. Talk about the need for pupils to understand and cooperate in community and school immunization programs. (2)
10. Discuss regulations for public eating places. Talk about standards boys and girls use in selecting a place to eat. (2)
11. Have children make a map of locations of community health services. (2)

REVIEW

What Have You Learned?

1. Write the name of your doctor and his telephone number. ____________

2. Write the name of the hospital which is closest to your home.

   ____

3. Write two sentences about the importance of giving money or volunteer help to the United Way.

   ____

   ____

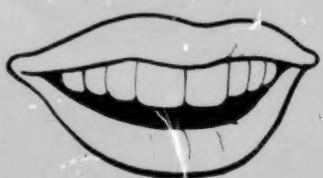
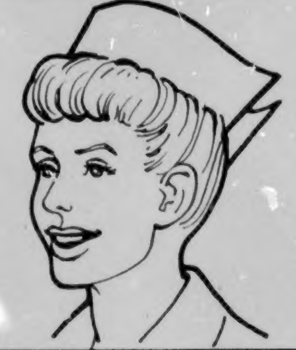
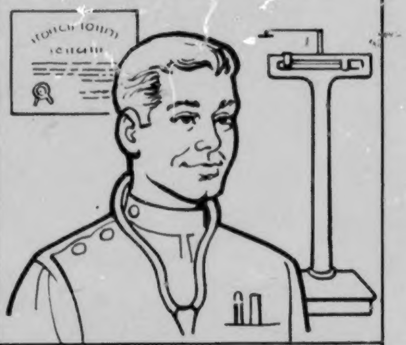
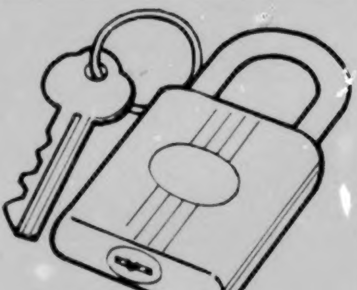
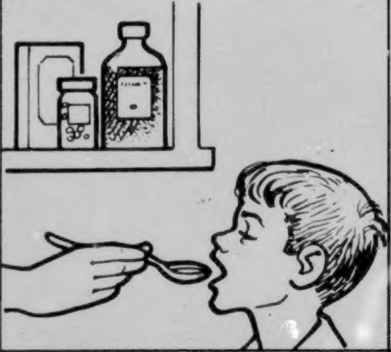
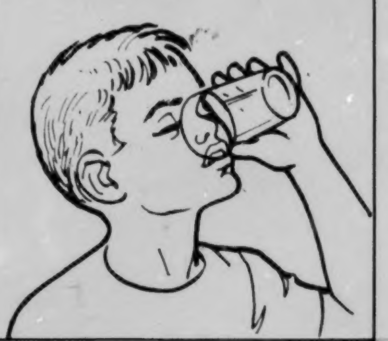
MEDICINES, DRUGS, ALCOHOL, TOBACCO

Learning Objectives

1. Understand the value of drugs, medicines, and household chemicals.
2. Learn about cautions with regard to the use of medicines, drugs, alcohol, and tobacco.
3. Be aware of drug labeling and control laws.
4. Know the dangers of drug use.
5. Be aware that alcoholic beverages affect human behavior.
6. Know the risks involved in the use of tobacco.

Suggested Learning Activities

1. Have the pupils match the pictures and the words. Allow the pupils to tell a story about safe living. (1)(2)

		
		
the doctor	**mouth**	**a nurse**
drink	**lock and key**	**medicine**

2. Ask the pupils to give examples of food and nonfood substances commonly found in and around the home. Assist pupils in identifying those which may be harmful, such as household cleaners, detergents, insecticides, volatile chemicals, and medicines. (1)(2)

3. Discuss the values of different foods from the four food groups in providing for the body's nutrition needs. Emphasize that some plants are classified as foods and may be eaten. Talk about plants that are harmful, such as the poison hemlock, sumac, castor bean plants, loco weed, oleander plants, pyracantha, and jimson weed. Explain that some plants have proven to be sources of medicines and drugs. (1)(2)

4. Ask the pupils to list some common medicines or drugs which are found in the home. Discuss the uses of the common medicines or drugs. Ask pupils to tell stories that point out how a drug or medicine was helpful. (1)(2)

5. Discuss special circumstances in which medicines and drugs are of value to man, such as prevention of disease, relieving pain, and assisting with surgery. (1)(2)

6. Emphasize that drugs and medicines have specific uses and that different drugs and medicines act on different parts of the body. (1)(2)

    a. Some drugs are used to relieve pain.
    b. Some may be helpful in reducing a fever.
    c. Some can make the heart beat faster.
    d. Some can produce sleep.

7. Ask the pupils to relate incidents in which drugs may be helpful or harmful. Point out that aspirin is the leading cause of poisoning among small children. Cite examples of some drugs and their proper uses. (1)(2) (3)

8. Talk about the dangers of experimenting with any substance that has not been prescribed specifically for the use by the family doctor. (1)(2)

9. Show to the pupils filmstrips concerning drugs, "Drugs and You" and "Drugs, Helpful and Harmful." (1)(2) (4)

10. Discuss the information a person should have before taking any medicine. Examples: (1)(2)

    a. Frequency of doses
    b. Best time to take the medicine
    c. Amount to be taken
    d. Report to MD effects of the medicine

11. Emphasize that all drugs can be dangerous and should be used only as directed and only when given by a parent, a doctor, a dentist, or a nurse. (1)(2)(3) (4)

12. Discuss why it is not a wise practice for boys or girls to take a drug or medicine without parent's giving it to him or to accept any medicine, pill, cigarette, or any other unknown substance offered by either a friend or stranger. What should persons do when somebody offers an unknown substance? (1)(2)(4)

13. Ask pupils to suggest reasons why all old medicines should be discarded when they are no longer needed. Talk about ways of discarding old medicines safely. (1)(2)(4)

14. Invite the school nurse to talk about the safe use of drugs and medicines. (1)(2)(4)

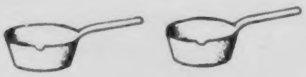
15. Ask pupils to write slogans on drug safety. Have the pupils illustrate their slogans by drawing posters. (1)(2)(3)(4)

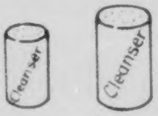
16. Allow the pupils to dramatize stories concerning the proper handling of medicines, drugs, and other dangerous substances which are found in and around the home. (1)(2)(4)

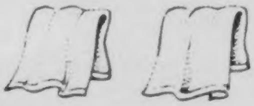
17. Discuss the meaning of the "skull and crossbones" symbol on the labels of many containers. Compile a list of symbols and words that appear on the labels of household products to indicate that the contents are poisonous. Display a variety of bottles that contain drugs obtained at a drugstore. Teach pupils words found on medicine containers, such as Keep Out of Reach of Children. (2)

18. Have pupils develop procedures for the safe use and storage of potentially dangerous substances, including household cleansers and sprays as well as drugs and medicines. Discuss reasons why these substances should be kept out of the reach of small children. (2)

19. Have the pupils play the game "Cleaning out the Kitchen Cupboard." The pupils will match words and pictures and then tell whether the articles go on the low shelf or on the high shelf. (2)



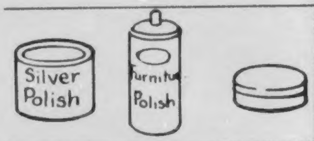


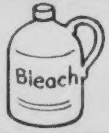


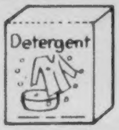
Cleaning Out the Kitchen Cupboard - A Game
Match Words and Pictures

Mother said, "I must clean out the kitchen cupboard. I will put cans and bottles which are not safe high up where baby cannot reach them. I will leave safe things in the cupboard so that I can reach them when I need them."

Mother locked in the cupboard. These are the things she found there. Can you show where Mother put the kitchen things? On the high shelf or on the low shelf?







two cans of cleanser

one box of detergent

one bottle of bleach

two towels

three cans of polish

six pans

20. Provide opportunities for the pupils to write stories about poison prevention. Write a list of words on the board and explain to the class their meaning as related to poison prevention. Have the children complete a story using all nine words in the list selected by them. The children may read their stories to the class. Example: (1)(2)

CLUES

Each of these lists contains 9 words which you know well. They are clues to a story about an accident that almost happens. Can you be a story detective and discover from these words clues to what happened? Tell the story using all of the words in the list.

1.	2.	3.	4.
grandmother	baby	father	girl
visit	sick	shoes	kitchen
pocketbook	doctor	floor	baby
open	medicine	dirty	floor
aspirin	mother	mother	cupboard
baby	phone	cleanser	lye
chew	brother	baby	taste
poison	reach	open	cry
telephone	taste	sick	save

(If writing skills are not sufficient for this activity, children may take turns trying to tell a story using all of the words. Such a story may be dictated and written on the board by the teacher.)

21. Have the pupils list 5 ways in which they can set a good example to younger boys and girls and help to prevent poisoning accidents. Younger children may dictate to the teacher who may list them on the blackboard. Use the list as part of a reading activity. Example: (1)(2)

In organizing their thoughts in order to carry out this assignment, children might consider areas where poisoning may occur, as the kitchen, the bathroom or the yard. They might wish to organize their thoughts around activities, such as playing, eating, cleaning and gardening. Such a list may be taken home to parents for their information; distributed to other classrooms after a talk on poison prevention; submitted for publication in the school paper, or developed into a poster and placed on bulletin board in a corridor used by all children in the school.

22. Point out that, for safety purposes, federal drug laws place drugs into two main groups. (3)

    a. Prescription drugs--Those drugs which are considered unsafe for use except under the supervision of a medical doctor or dentist. Such drugs must be ordered or prescribed by a licensed medical doctor or dentist especially for the person whose name appears on the label of the container. The drugs must be prepared by a licensed pharmacist on the basis of the doctor's specifications. They cannot be purchased without a written order from a doctor. The label of every prescription drug contains the following information:

        The name of the pharmacy that prepared the drug
        The directions for taking the drug
        The name of the person for whom the drug is intended
        The name of the doctor or dentist who wrote the prescription
        The amount or dose to be taken

    b. Nonprescription drugs--Those drugs which are considered safe for use by most adults if taken according to the directions that appear on the label of the container. They may be purchased without a written order from a doctor or dentist.

23. Arrange a bulletin board display showing newspaper and magazine articles concerning drug abuse. (4)

24. Point out that the term "drug abuse" refers to situations in which drugs are used improperly to escape reality, or to change the way a person normally feels or behaves. Usually the drugs are illegally obtained. Point out that drugs can change the structure or function of the body and/or change moods and behavior. Different drugs act on different parts of the body. (4)

25. Guide children through a discussion to learn that some drugs, called narcotics, are harmful when used without a doctor's prescription because they affect the nervous system of the brain which controls thinking and acting and are habit forming. (4)

26. Read to the class newspaper and magazine articles about drug abuse. Allow the children to ask questions about the articles. (4)

27. Have pupils list the steps they can take to protect themselves, family, and community from the dangers of drug abuse. Examples: (4)

    a. Medicines should be kept in a safe place and out of the reach of small children.
    b. All medicines should be discarded when they are no longer needed.
    c. Prescription medicines should be used only by the person for whom they are intended.
    d. All medicines, including over-the-counter drugs, can be dangerous and should be used only as directed.
    e. Two or more medicines should never be taken at the same time unless directed by a physician.
    f. Never accept medicines, pills, cigarettes, or any other suspicious substance offered either by a friend or a stranger.

28. Have the pupils find out and list some of the training rules of athletes. (4)(5) List reasons why pupils would be wise never to start smoking or drinking alcoholic beverages. (6)

29. Discuss and demonstrate the uses of alcohol. Examples: (5)

    a. Fuel-burns in alcohol lamps
    b. Solvent-removes shellac from brushes
    c. Cleansing agent-cleanses skin before vaccinations and immunizations
    d. Disinfectant-sterlilizes instruments

30. Allow children to discuss the harmful effects of drinking alcoholic beverages. Examples: (5)

    a. Weakens resistance to disease
    b. Retards recovery from serious illness
    c. Interferes with good nutrition
    d. Causes harm to brain, stomach, liver, heart, and kidneys
    e. Affects person's judgment, vision, hearing, and coordination

31. Discuss the possible effects of smoking at an early age. Help the boys and girls to understand the reasons for laws preventing the sale of alcoholic beverages and tobacco to children. (5)(6)

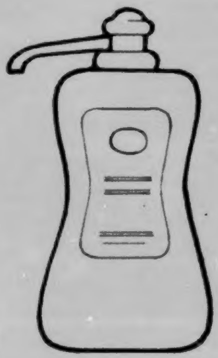
32. Discuss with the pupils facts related to use of tobacco. (6)

a. Tobacco interferes with cell growth.
b. Tobacco may make people nervous and disagreeable.
c. Tobacco interferes with attention and learning.
d. Tobacco may take away a person's appetite.
e. Tobacco affects coughs and shortness of breath.

REVIEW

What Have You Learned?

1. Put an X in each box beside a "safe to taste" product.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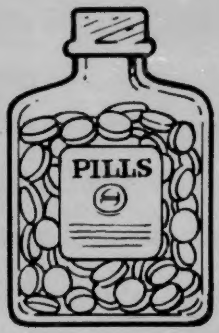

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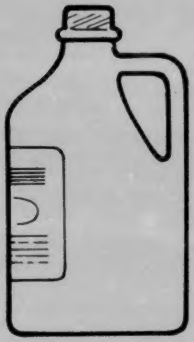
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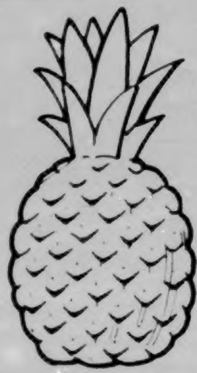
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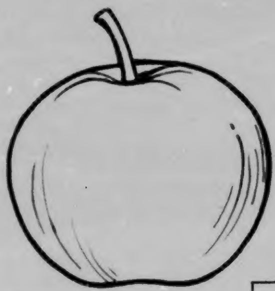
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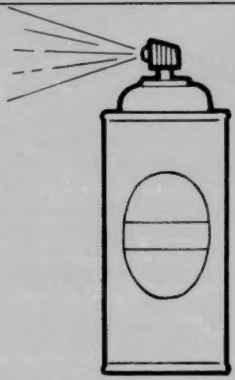
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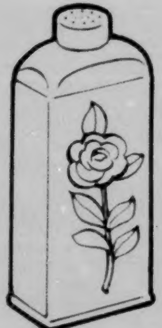
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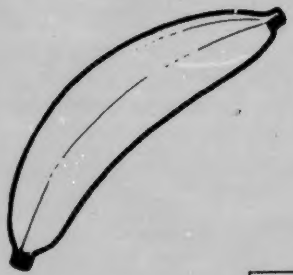
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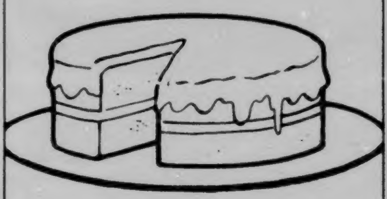
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2. Here are 7 sentences about poison prevention. Some of them are true and some are false. In the box beside any sentence which is true, write "Yes". In the box beside any sentence which is false, write "No."

1. We should always ask a grown-up before we taste anything we find in a can or bottle that is new to us.
2. If a bottle, can, or box has a poison label on. it, we should let it alone.
3. If there is no poison label on a bottle, it is safe for us to taste what is inside.
4. Some pills taste like candy. Does this mean that they are candy and safe to eat?
5. Cans of food and cans of cleaner should be kept in different places for safety.
6. We should stay out of the way when a grown-up is using a spray.
7. It is wise to leave cans of lye, bleach, spray, or cleaner alone.

3. Circle the sentences that are true.

a. Some drugs are used to relieve pain.
b. Boys and girls should accept pills from a stranger.
c. You should take medicine only when given by an adult.
d. All medicines should be discarded when they are on longer needed.
e. All medicines can be dangerous and should be used only as directed.
f. Drinking a lot of alcholic beverages can cause damage to your brain.
g. Boys and girls should begin to smoke when they are 14 years old.

PHYSICAL EDUCATION SKILLS

POINT OF VIEW
PHYSICAL EDUCATION

Special methods of instruction in physical education are needed to assist educable mentally retarded children to obtain maximum physical development. Although educable mentally retarded boys and girls exhibit lower ability in academic and social areas than other children, they deviate less when it comes to motor ability. An assessment of individual abilities and needs is of utmost importance in planning a physical education program for retarded children. These boys and girls vary in their physical development. Some children need a program which stresses motor and coordination exercises and skills; other EMR children may need to strengthen their dexterity and general body usage, eye-hand coordination, and muscle coordination.

Emotional health and better social adjustment will be aided through the development of an organized physical education program. Careful organization on the part of the teacher is needed. Retarded children need to have an understanding of the activity, some basic skills, and the desire to want to enjoy the activity. Successful participation by the children is dependent upon simple rules and directions.

Developing and maintaining a healthy body is of primary importance to educable mentally retarded boys and girls. Healthy children have a better opportunity to make friends and to succeed in the world around them. President Eisenhower said, "Our young people must be physically as well as mentally and spiritually prepared for American citizenship."

EMR children also need the opportunity for successful participation in group play and group activities. They are able to acquire sufficient skills to increase their physical fitness, improve their body mechanics, and to help their social development, and to improve their self control.

SECTION I:

DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS

INTERPRETING SUBJECTS
INTERPRETING ACTIVITIES
INTERPRETING STORIES

INTERPRETING SUBJECTS

Learning Objective

Imitate animals, insects, characters, and nature.

Suggested Learning Activities

1. Talk about the body movements of animals and insects. Allow the children to interpret the body movements to music, such as the running of a deer, the swaying of an elephant's trunk, the jumping of frogs, and the crawling of spiders.

2. Ask the pupils to walk like a giraffe, alligator, baby chick, or duck.

3. Ask the pupils to imitate animals that move with jumps, animals that gallop, and animals that crawl, such as a caterpillar.

4. Have the pupils imitate a kitten settling down to sleep or waking up.

5. Ask the pupils to move like a caged lion.

6. Ask the pupils to show how a clown at a circus makes people laugh.

7. Motivate the children to move like a river, wave, cloud, lightning, or feather in a breeze.

REVIEW

What Have You Learned?

1. Who would like to imitate an elephant walking in a parade?
2. Will someone imitate an animal and the remainder of the class guess what animal it is?

INTERPRETING ACTIVITIES

Learning Objective

Imitate athletes, people working, helping at home, and mechanical activities.

Suggested Learning Activities

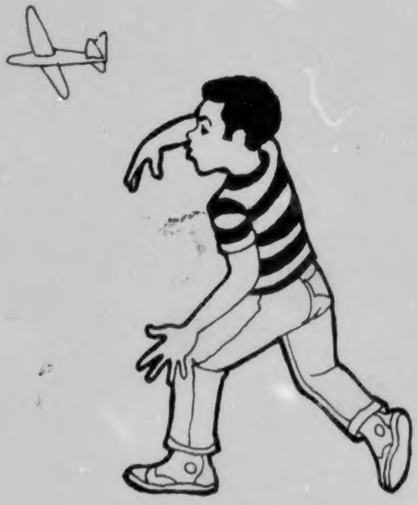
1. Have the pupils imitate a baseball player swinging a bat, a football player running for a touchdown, a basketball player driving in for a basket, and a hockey player rushing over the blue line toward a goal.

2. Ask the pupils to imitate people at work, such as a plumber, a carpenter, a teacher, a doctor, a bus driver, and a pilot.

3. Provide opportunities for the children to play the game Builders. The object of the game is to design a house, using only straight lines, each pupil drawing only one line. On signal, the first player of each row runs to the front of the room, draws one line, puts the chalk on the rack, runs back to his seat. After he is seated, the second player goes to the board, and so forth, until all children have had a turn. The row with the best house is declared the winner.

4. Ask the pupils to imitate their parents working at home, such as cleaning the house or mowing the lawn. Have the pupils perform their home responsibilities and allow the class to guess what is being done.

5. Provide opportunities for children to imitate mechanical activities. Allow them to:
   a. Show how a rocket moves as it blasts off.
   b. Sway like a windshield wiper.
   c. Zoom through space like a jet.
   d. Make shapes and designs with their body.



REVIEW

What Have You Learned?

1. You want to be a baseball player. Show the class how you would bat, pitch, catch, and run?
2. You are all grown up and working as a truck driver. Can you show the class how you would load and unload a box of lemons?
3. Show the class how you would make your bed, wash the dishes, and mow the lawn.

INTERPRETING STORIES

Learning Objectives

1. Enact story sequence with all related activities.
2. Enact stories developed around a theme.

Suggested Learning Activities

1. Read a story to the children that they know, such as "Jack and the Beanstalk." Allow children to: (1)
   a. Discuss the characters in the story.
   b. Take parts of the characters.
   c. Act out the story with spontaneous conversation.
2. Have children prepare a class story and then act out the story in proper sequence. (1)
3. Read the descriptive story "The Forest" to the class and have them do a dramatic interpretation of the story. (1)

The Forest

Once upon a time there was a forest. Oh, but before there was a forest, there was a large field and in it were many seeds. These seeds grew and grew and grew until they became tall strong trees. (Pause for seeds to grow and become trees.) It was a very nice forest and many animals made it their home. There were rabbits that hopped and played beneath the shady branches. (Pause for rabbits.) There were deer that nibbled at the leaves and leaped over the rocks. (Pause for deer.) Of course there were birds that flew in and out among the leaves. (Pause for birds.) One day eight woodsmen came into the forest with their saws, axes, and ropes. (Pause for the woodsmen.) They looked at the big forest and began to chop down the trees. (Pause for the work to begin.) It was hard work as the trees were strong and it took a long time before they came crashing to the earth. When this happened, the rabbits and the deer and the birds left the forest to look for other homes. (Pause for animals to leave the forest.) Then the woodsmen hauled the trees away to become lumber to be used in the homes of boys and girls. (Pause for logs to roll out.) With the trees gone, all that was left was the field. But not quite all! What do you think was left in the field? Seeds! (Pause so everyone can come back to be seeds.) So the story starts all over again.

4. Allow children to enact stories developed around various themes, such as Picnic at the Beach, A Space Trip, Circus Day, Our Vacation, My Favorite Animal, My Favorite TV Star, A Holiday Picnic, A Ride on a Cloud. (1)(2)

REVIEW

What Have You Learned?

1. Tell the class a story about what you did last night. Act out all the activities that go along with the story.

2. Make believe that you are on a Space Trip. Tell the class about your trip. Ask a classmate to act out the story.

SECTION II:

GAINING AN UNDERSTANDING OF THE BODY'S PARTS AND SURFACES

DISCOVERING AND OBSERVING SELF

BALANCE

DISCOVERING AND OBSERVING SELF

Learning Objectives

1. Recognize and identify body parts and surfaces.
2. Understand the body and its position in space.
3. Understand the body and its image and position in space.

Suggested Learning Activities

1. Teach children to recognize and identify their body parts and surfaces. Give them opportunities to: (1)
   a. Recognize own hands and feet.
   b. Recognize own hand, eyes, nose, ears, shoulders, and other parts of the body.
   c. Touch and name the parts and surfaces of the body, such as the head, neck, trunk, arms, legs, top, bottom, front, side, outside and so on.
   d. Move their head, elbows, back in as many ways as possible.
   e. Touch body parts to other body parts.
   f. Touch body parts to body surfaces.
   g. Move the body as a whole by twisting, turning, swaying, and bending.
   h. Move body parts together and separately.

2. Have children move their head 4 beats, then their arms 4 beats, legs 4 beats, and all of their body 4 beats. Then begin all over. (1)

3. Encourage children to name the parts and surfaces to which someone else points. (1)

4. Ask the pupils to complete sentences which tell about the usage of the various parts of the body. Examples: (1)

   I see with my______________.
   I walk with my______________.
   I eat with my______________.
   I run with my______________.
   I kick with my______________.

5. Use flannel board figures and have the children identify the body parts and surfaces. (1)

6. Have children develop an understanding of the body and its position in space. Allow them to: (2)
   a. Touch parts of the body on the left and right side.
   b. Move parts of the body on the left and right side.
   c. Name parts of the body on the left and right side.
   d. Move the whole body by rolling on the side to the left and to the right and by rocking on the seat forward and backward.

e. Move the left or right arm and leg separately and/or together across the front part of the body.
f. Bend the top part of the body to touch the bottom part of the body.
g. Roll head over heels forward and backward.
h. Touch right hands with a partner.
i. Point to the partner's right side.
j. Stand behind a partner.
k. Hold a partner's left hand with their right hand.

7. Instruct the children to move a body part and to name the part and the side where the part is located. (2)

8. Have the boys and girls touch the right shoulder with the left hand, cross right leg over the left, touch the left ear with the right hand, touch the right leg with the left hand, the right foot with the left elbow, and so forth. (2)

9. Have children gain an understanding of the body and its image and position in space. Allow them to: (3)

a. Name and locate the body parts and surfaces on a person, doll, picture, and flannelboard figures.
b. Name and locate body parts and surfaces while stationary.
c. Name and locate body parts while moving.
d. Draw a picture of a person and later, a picture of himself.

10. Ask the children to stand and bend, sit and stretch, lie and lift, and hang on the bar. Ask them where their body parts are in relation to the ground and other objects around them. (3)

11. Allow the pupils to move in various directions (forward, backward) with speeds (fast, slow.) (3)

12. Help children gain an understanding of body image and position in space in relation to fixed objects. Allow them to: (3)

a. Name the location of the body in relation to objects.
b. Name the location of an object in relation to the body.
c. Name the direction in which an object is moving.
d. Name the body parts and surfaces of other people.

1) Indicate other people's body parts and their left and right side.
2) Describe position of other people and their body parts.

13. Instruct children to locate objects and people by telling where they are in relation to themselves. (3)

14. Help children gain an understanding of the body and its image and position in space by giving them directions to follow. Examples: (3)

a. Walk to the right.
b. Move backward.
c. Go to the door and back.
d. Walk to something small.

e. Find a taller person than you.
f. Hold your hands over your partner's head.
g. Walk outside a circle.
h. Place your front toward the chair.
i. Touch your partner's left ear with your left hand.
j. Place the ball by your feet.
k. Place the chair to the teacher's right side.

15. **Have children perform to poems involving the use of body parts. (1)(2)(3)**
Examples:

My Hands Upon My Head

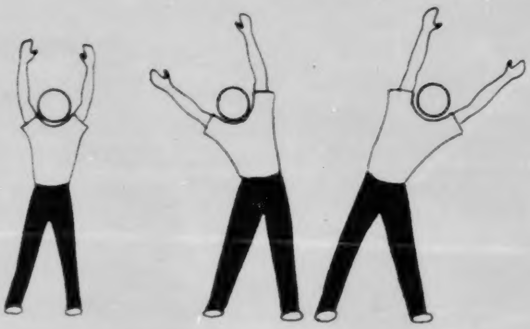
My hands upon my head I place,
Upon my shoulders, upon my face.
At my waist and by my side.
And now behind me they will hide.
I raise my hands away up high,
And let my fingers swiftly fly.
I clap my hands, one, two, three,
And see how quiet they can be.

Unknown

The Stretching Game

Link your thumbs;
Raise your arms
Straight up and past your ears.
Stretch and pull;
Pull and stretch;
Try to touch the sky.
Pull and stretch;
Stretch and pull;
Pull--,pull--,pull!
Drop your arms, now sigh.

Frances C. Hunte



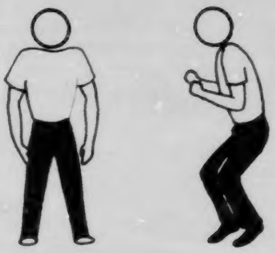
Very Loose

Make fists of your hands
Pull them tight!
Tighter--tighter--tighter!!
Now let go!
Very loose!

Curl up your toes
Inside your shoes,
Tighter--tighter--tighter!!
Now let go!
Very loose!

Tighten all your body--
Feet! Hands!
All your body--
Tighter--tighter--tighter!!
Now let go!
Very loose!

Georgia Cooper



REVIEW

What Have You Learned?

Do the following:

1. Touch your head.
2. Touch your knee.
3. Touch the front of your body.
4. Touch the side of your arm.
5. Touch your left leg.
6. Touch your right arm.
7. Place your left side nearest to your chair.
8. Put your right foot on your chair.
9. Point to your partner's right side.
10. Stand behind your partner.
11. Touch your partner's left hand with your left hand.
12. Touch your right foot with your left elbow.
13. Touch the wall with your back.
14. Place your front toward the chair.
15. Place the ball by your right foot.
16. Place your chair to your partner's left side.
17. Move forward.
18. Move backward.
19. Move very slow.
20. Move fast.

BALANCE
(Static and Dynamic)

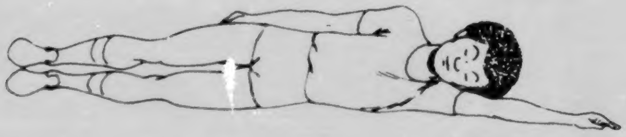
Learning Objectives

1. Balance in sitting, kneeling, and standing positions.
2. Balance while moving in a straight line and in a curving line.
3. Balance using a balance beam.
4. Balance using a balance board.

Suggested Learning Activities

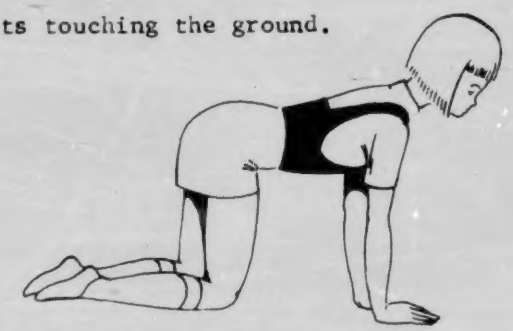
1. Assist children to improve their balancing ability in sitting, kneeling, and standing positions. Allow them to: (1)

   a. Remain relatively immobile in a seated balance position for increasinglv longer periods of time.
   b. Balance while lying on the side.

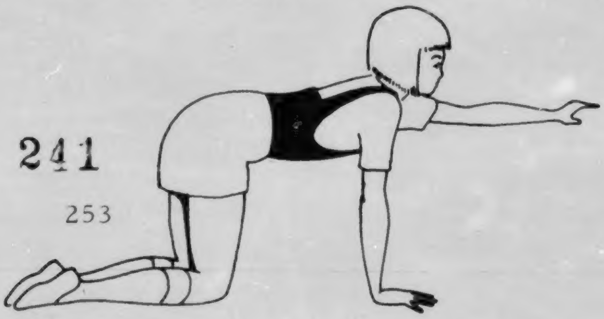


   c. Perform hand and knee balance with:

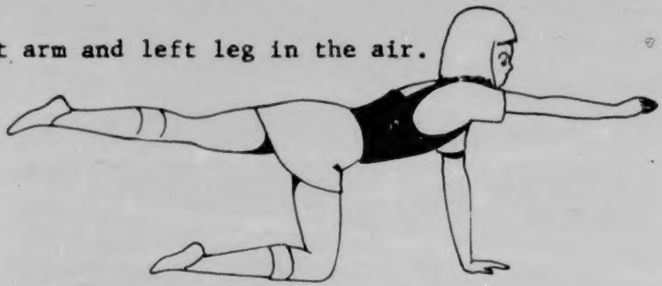
      1) Four points touching the ground.



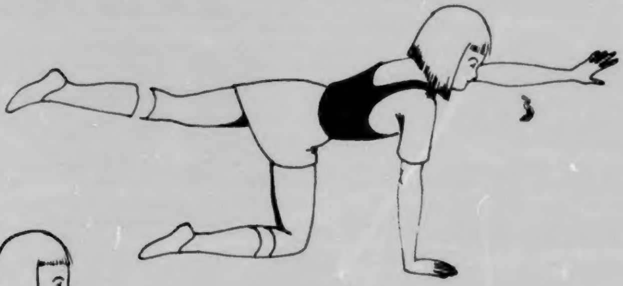
      2) Three points, lifting either one hand or one foot from the mat or ground.



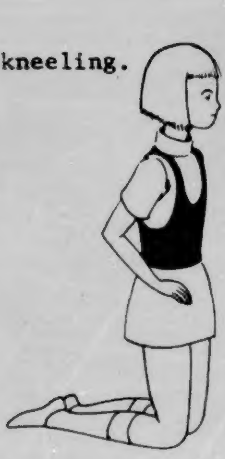
3) Two points, lifting right arm and left leg in the air.



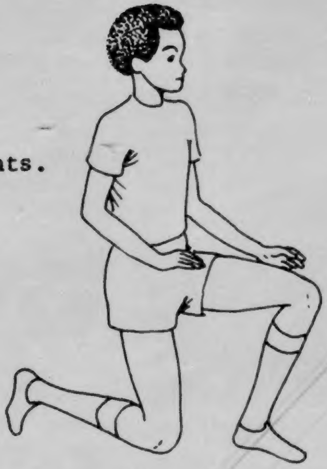
4) Two points, lifting hand and leg from the same side.



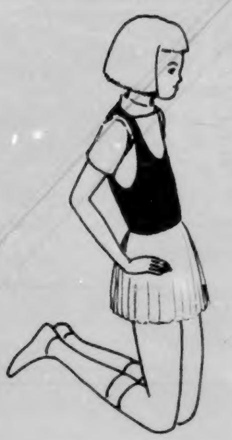
d. Practice upright kneeling.



e. Perform same knee-foot balance, using two points.



f. Perform knee only balance using two points.



g. Stand on one foot with eyes open for ten seconds, first on right foot and then on left foot.

h. Balance with one foot directly behind the other.

i. Hop on one foot in a circle 12 inches in diameter for 10 counts, first on right foot and then on the left foot.

j. Stand on one foot, grasping the other foot behind the back with the opposite hand. Try to touch the bent knee to the floor and return to a standing position without losing balance. No other part of the body should touch the floor or ground. The free arm should be used for balance.

2. Teach children to balance while moving in a straight line or in a curving line. Examples: (2)

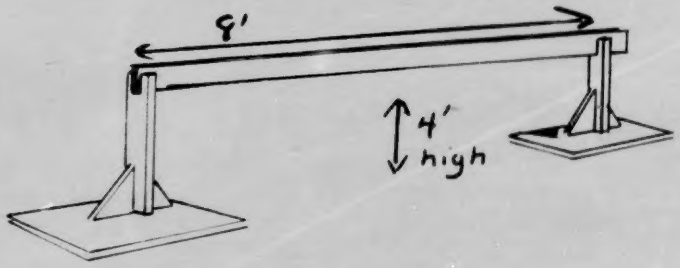
   a. Tape lines on the floor and ask children to walk on them with right foot first and then left foot.
   b. Walk while holding arms extended.
   c. Walk and balance a book on the head.
   d. Skip on the lines; run on the lines.

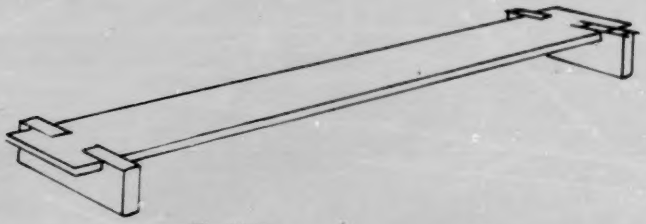
3. Allow the children to construct a balance beam. Directions: (3)

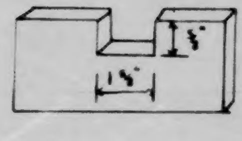
   a. The beam can be made of a standard 2 inch by 4 inch board. The beam should be at least 8 feet in length. The supports for the beam will require two or three 18 inch lengths of 2 x 4.

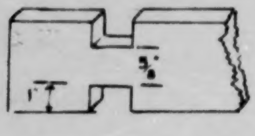
   b. The surfaces should be very well sanded and all edges slightly bevealed to prevent slivering. A wood sealer or floor varnish can be applied.

   c. The diagrams will explain the details of construction.







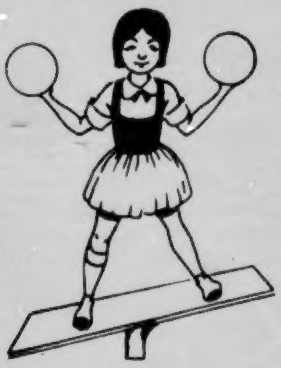


4. Motivate the children to use the balance beam. Examples: (3)

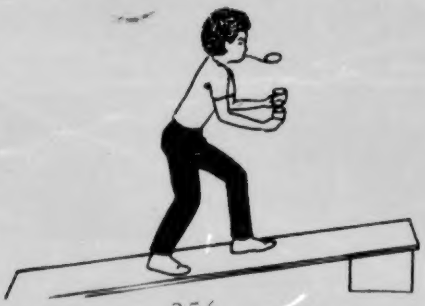
   a. Line up and walk the beam one at a time.
   b. Walk slowly across the beam touching heel against toe.
   c. Go across the beam backward while touching heel against toe.
   d. Walk across the beam sideways.
   e. Walk across the beam, turn without stopping off, and walk back sideways.
   f. Walk to the middle, stop, bounce, and then go on.
   g. Count the steps needed to go across the beam.
   h. Walk forward, stop at the center, kneel on one knee, rise, and continue to the end.
   i. Walk forward carrying a ball in each outstretched hand.
   j. Balance a beanbag on the head, shoulder, or feet and go across.
   k. Balance a beanbag while hopping, skipping, or running.
   l. Walk the beam to drum beats and music.
   m. Walk forward over obstacles on the beam.
   n. Walk forward and catch or toss balls to a partner.
   o. Walk under obstacles on the beam.
   p. Walk backward over obstacles.
   q. Walk sideways over obstacles.
   r. Walk across the beam on hands and feet.

5. Involve the children in the use of a balance board. Examples: (4)

   a. Balance using two feet.
   b. Balance a book on the head.
   c. Balance on the board using a ball in each hand.
   d. Touch shoulders, knees, toes, hand, and hips while balancing.
   e. Touch left knee with right hand while balancing.
   f. Jump up and keep balance.
   g. Jump rope while balancing.
   h. Stand tall and go down low.
   i. Pick up a ball while balancing.
   j. Bounce and catch a ball.
   k. Stand on the toes.
   l. Turn on the board.



6. Have the pupils practice walking on an inclined balance board holding an article in each hand. (4)



REVIEW

What Have You Learned?

1. Sit in a balanced position for 10 seconds.

2. Perform a hand and knee balance with 3 points touching the mat.

3. Kneel on just your knees.

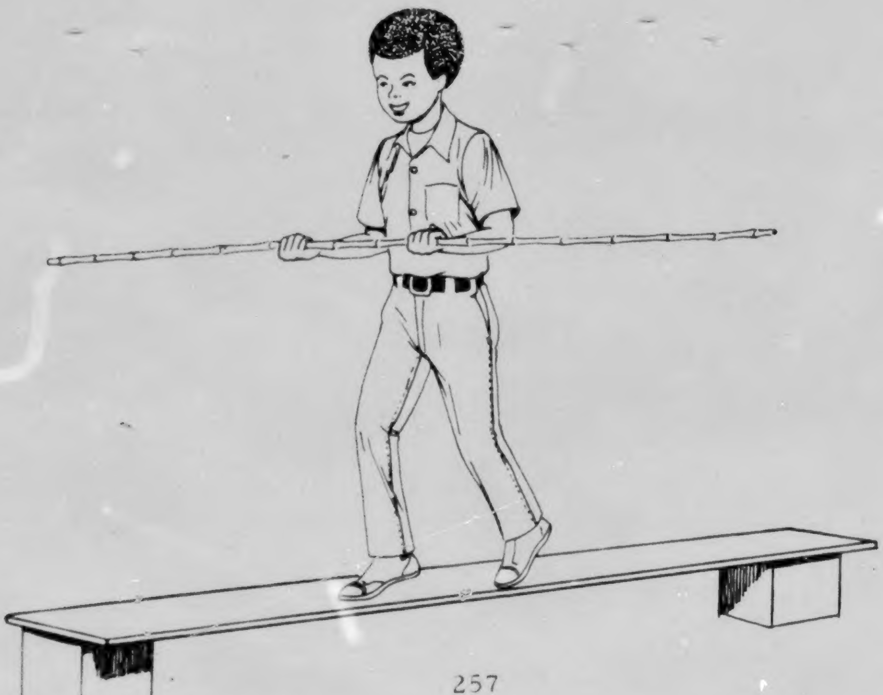
4. Hop on your left foot in the circle for 10 counts.

5. Go to the balance beam and follow these directions:

    a. Line up and walk the beam.
    b. Walk slowly across touching heel against toe.
    c. Walk to the middle, stop, bounce, and then go on.
    d. Balance a beanbag on the head and go across the beam.
    e. Walk over the obstacles on the beam.

6. Go to the balance board and follow these directions:

    a. Balance using two feet.
    b. Balance a book on your head.
    c. Jump up and keep your balance.
    d. Bounce and catch a ball.



SECTION III:

DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS

- LOCOMOTOR SKILLS
- OBJECTS AND EQUIPMENT
- AXIAL SKILLS
- JUMP ROPES
- APPARATUS SKILLS
- STUNT SKILLS

LOCOMOTOR SKILLS

Learning Objectives

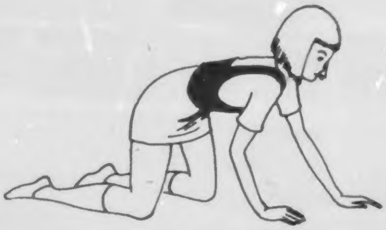
1. Explore ways of moving.
2. Combine moving in place with moving from place to place.

Suggested Learning Activities

1. Give pupils the opportunity to explore ways of moving. (1)

   a. Have pupils creep, crawl, and roll. Allow them to:

      1) Creep and crawl with cross-patterned movements.
      2) Crawl with handprints.
      3) Knee crawl.
      4) Move with different speeds.
      5) Move over, under, in, around, and through objects.
      6) Roll on their backs, front, left side, and right side.
      7) Roll to the ends of the mat.



   b. Have pupils walk. Allow them to walk:

      1) At different speeds.
      2) With stiff knees.
      3) In place, forward, backward, sideward.
      4) To the left, right.
      5) Over, under, in, around, and through objects.
      6) In a line, circle, square, rectangle, triangle.
      7) With a partner using different speeds.
      8) With a partner using the same feet at the same time.
      9) And draw a pattern of the word, "walk."
      10) A pattern drawn on a large piece of paper.
      11) At a rapid rate, swinging arms vigorously.
      12) Forward, making each step as long as possible.
      13) And make themselves as small as possible.
      14) And make themselves as tall as possible.
      15) With knees bent slightly, grasping ankles.
      16) As if the heel of one foot and the toes of the other are sore.
      17) And imitate movements of animals from pictures shown to them.
      18) And do something else with the body while walking.

   c. Give pupils the opportunity to play games which involve walking. Examples:

      1) Have the children seated. A leader stands in front of the room and gives commands, such as "Change to the front," "Change to the rear," "Change to the side," Change to the back." The children follow the commands. Some players will be forced to the rear or the side walls

or the front of the room when certain commands are followed. They should walk as fast as they can to the vacant seats at the rear, front, or opposite side of the room.

2) Draw a circle of rectangles on the floor outside the desks. The size of each rectangle and the distance between them will be dependent upon the size of the classroom. If the class size is large, divide the group into several sections and have one section at a time participate. On signal (if music is available, use it) the children walk around in a circle, through the rectangles. When the stopping signal (whistle, clapping, or when music stops) is given, any pupil who is stopping on a "Magic Carpet" is out of the game. Continue until only one player, the winner, remains. The children must walk through the rectangles and may not jump over them.

d. Have pupils run. Allow them to run:

1) Lifting knees high.
2) In large and small circles without bumping anyone.
3) In to the left and then to the right.
4) Taking five steps and then walking.
5) And do something with the body while running.
6) With different sizes of steps.
7) Over, under, in, around, and through objects.
8) In one place and over increasingly longer distances.
9) With light steps and then heavy steps.
10) In the pattern of the word, "Run."
11) With a partner.
12) With 3 or 4 other children.

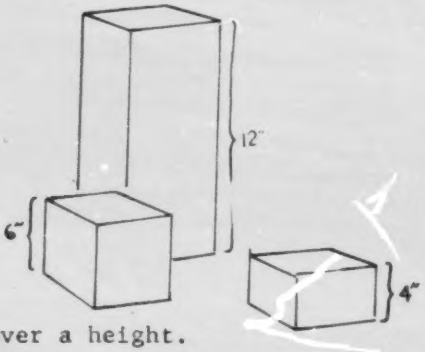
e. Have pupils hop. Allow them to hop:

1) Fast and then slowly.
2) In the same place.
3) Forward, backward, sideways.
4) High, low.
5) In a large and small circle.
6) And twist at the same time.
7) And do something else with the body while hopping.
8) In the pattern of a triangle, circle, and square.
9) With a partner.
10) With 3 or 4 other children.
11) Over a line or rope.
12) Forward (backward, sideward) over a succession of lines.
13) Over a height.

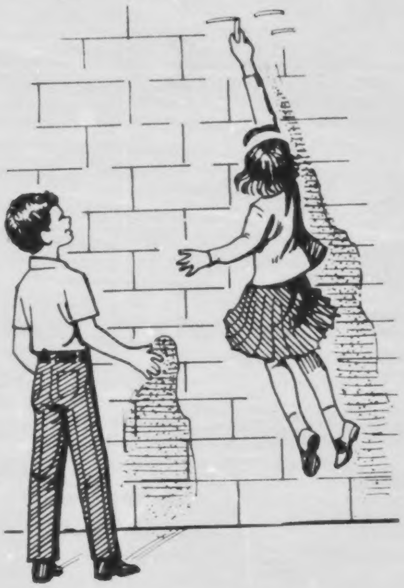
f. Have pupils jump. Allow them to jump:

1) In place.
2) Fast, slow.
3) Forward, backward, sidways over a line.
4) Forward in succession over several lines.

5) From varying heights, with proper landing.



6) Forward and sideways over a height.
7) Backward over a height.
8) After first walking and running.
9) With feet together.
10) For distance.
11) And turn.
12) In a circle without bumping anyone.
13) With a rope.
14) With a partner.
15) With 3 or 4 other children.
16) And bounce a ball.
17) In and out of circles drawn on the floor.



g. Have pupils gallop. Allow them to gallop:

1) Forward and backward.
2) At different speeds.
3) High and low.
4) Lightly and heavily.
5) Around objects.
6) Using various arm movements.
7) In place
8) With a partner.
9) With 3 or 4 other children.
10) With left foot leading and then right foot leading.

h. Have pupils skip. Allow them to skip:

1) In large and small circles without bumping.
2) Fast, slow.
3) With small or large steps.
4) High, low.
5) Backward, forward, sideward.
6) While clasping hands.
7) Evenly and swing arms freely.
8) With a partner.
9) With 3 or 4 other children.
10) The pattern of the word, "Skip."

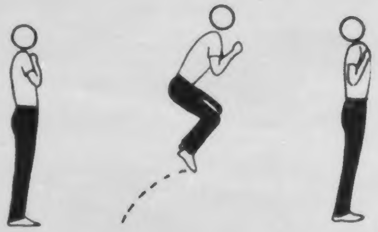
i. Have pupils leap. Allow them to leap:

1) In different ways.
2) In large or small circles.
3) To the right and to the left.
4) Over and around objects.
5) Over a partner.
6) With 3 or 4 other children.
7) And turn at the same time.
8) And hold arms out like airplane wings.

j. Have pupils slide. Allow them to slide:

1) In different ways.
2) In large or small areas.
3) To the right and to the left.
4) Forward, backward, sideward.
5) At various speeds.
6) With a partner.
7) With 3 or 4 other children.
8) And bend at the waist.
9) And do something else with the body.

2. Provide pupils with the opportunity to combine moving in place with moving from place to place. Allow the pupils to: (2)



a. Jump in air and land with the knees bent.
b. Run, jump, and land.
c. Jump over a line or a rope and land.
d. Jump, land, and jump again.
e. Jump, turn, and land.
f. Jump and land with a partner.
g. Pivot and change directions on command.
h. Pivot in a circle on right foot or left foot.
i. Walk, stop, and pivot.
j. Run, stop, and pivot and run to the starting point.
k. Face a partner and pivot away from him.
l. Bounce a ball, stop, pivot, and throw.
m. Run in a line and change directions.
n. Run around obstacles.
o. Stand and dodge a ball being thrown.
p. Run and avoid being tagged.
q. Dodge several balls being thrown.
r. Dribble a ball and try and dodge a partner who is trying to get the ball.
s. Run, skip, gallop and so forth a certain distance and stop.
t. Move and stop on signal.
u. Move and stop in an area.
v. Move and stop on a line.
w. Move and stop with a partner.
x. Move a certain number of steps and stop for a certain count and then continue to move.
y. Move in a group and all stop at once.

REVIEW

What Have You Learned?

1. Walk in the room, around the chair, and under the flag.
2. Run inside the circle.
3. Hop on the lines of the square.
4. Jump over the lines.
5. Gallop around the lunch benches.
6. Skip while clapping hands.
7. Leap over your partner.
8. Slide sidewards to your partner.
9. Jump, turn, and land.
10. Walk, stop, and pivot.
11. Dodge the ball being thrown at you by your partner.
12. Walk toward the line and stop when the whistle blows.

OBJECTS AND EQUIPMENT

Learning Objectives

1. Manipulate small objects and equipment.

2. Control the use of a ball.

Suggested Learning Activities

1. Help the pupils develop the ability to manipulate small objects and equipment. (1)

   a. Have pupils throw and catch beanbags. Allow them to:

      1) Toss and catch a beanbag with both hands.
      2) Toss and catch a beanbag with the right (left) hand.
      3) Toss a beanbag underhand to a partner.
      4) Toss a beanbag into the air, clap hands in front and back, and catch the beanbag.
      5) Toss a beanbag into the center opening of a beanbag board from a distance of 5 feet.
      6) Toss a beanbag to a partner.
      7) Back away from a partner and continue throwing and catching the beanbag.
      8) Balance the beanbag on the head and walk, run, jump, skip, or hop.
      9) Balance a beanbag on the head, put both hands behind the back, tip the head backward, and catch the beanbag as it falls.
      10) Hold the beanbag between knees and hop.

   b. Teach pupils games using beanbags. (Refer to Guide No. 472) Examples:

      1) Chase the Animals
      2) Catch Basket
      3) Circle Spot
      4) Beanbag Passing Race
      5) Four Corner Tag
      6) Beanbag Tag
      7) Grab Bag Race
      8) Fetch and Carry Relay
      9) Center Tag
      10) Beanbag Hop
      11) Ishigetigoko
      12) Duck on the Rock

   c. Have pupils use the parachute. Allow them to:

      1) Raise and lower the parachute in standing and kneeling positions.
      2) Walk, run, and jump to the left and to the right.
      3) Walk in and out holding the parachute.
      4) Make waves by shaking the parachute up and down.

5) Lean back and pull hard on the parachute while counting to six.
6) Stand with the back to the parachute and pull with the arms.
7) Place a ball on the parachute and make it go off the opposite side.
8) Raise the parachute to waist level using the underhand grip. Place one foot forward and one foot back, pull chute hard and hold for six seconds.

d. Have pupils twirl, spin, roll, and jump over the hula hoop. Allow them to:

1) Lay the hoop on the ground and jump in and out.
2) Lay the hoop on the ground and jump with one foot in and one foot out.
3) Hold the hoop upright and climb through.
4) Roll the hoop and keep it from falling over.
5) Roll the hoop in a straight line, large, or small circle.
6) Roll the hoop and run alongside.
7) Swing the hoop as a jump rope and jump it as it turns around.
8) Twirl the hoop around the wrist, arm, neck, waist, and ankle.
9) Twirl hoop around two parts of the body at once.
10) Spin hoop on its vertical axis and run around it.
11) Jump over a hoop using it like a rope.
12) Roll a hoop to a partner while he rolls one back.
13) Throw the hoop high in the air and catch it before it lands.
14) Throw a hoop back and forth to a partner.
15) Jump into a hoop held by a partner.

e. Have pupils use deck tennis rings, tires, and wands (batons.) Allow them to:

1) Throw a ring up in the air and catch it with two hands.
2) Throw a ring up high, turn, and catch it.
3) Clap the hands before catching the ring.
4) Run with the ring on the head.
5) Throw the rings to a partner.
6) Catch the rings with the left or right hand.
7) Run around a tire.
8) Keep one foot in the middle and move around the tire.
9) Put both feet in the middle of the tire and jump across.
10) Jump, touch both sides of the tire, then jump off.
11) Jump on and then bounce off.
12) Run quickly among all the tires without touching them.
13) Run through the tires placing a foot in the middle of each one.
14) Hop through the tires with the right (left) foot.
15) Hold the wand with both hands and step over it.
16) Step back through the wand.
17) Hold the wand with both hands, move it over the head and behind the back, and then step over it.
18) Balance the wand on one hand and walk.
19) Drop the wand, let it bounce, then catch it while it is still in the air.
20) Touch parts of the body with the wand.

2. Teach pupils how to control the use of a ball. (2)

a. Have pupils roll balls and retrieve them. Allow them to:

1) Roll a ball while seated to a partner.
2) Roll a ball into a box 10 feet away.
3) Roll a ball with two hands underhand.
4) Roll a ball to a wall and catch it as it rolls back.

b. Teach pupils games involving rolling. (Refer to P.E. Guide No. 472)Examples:

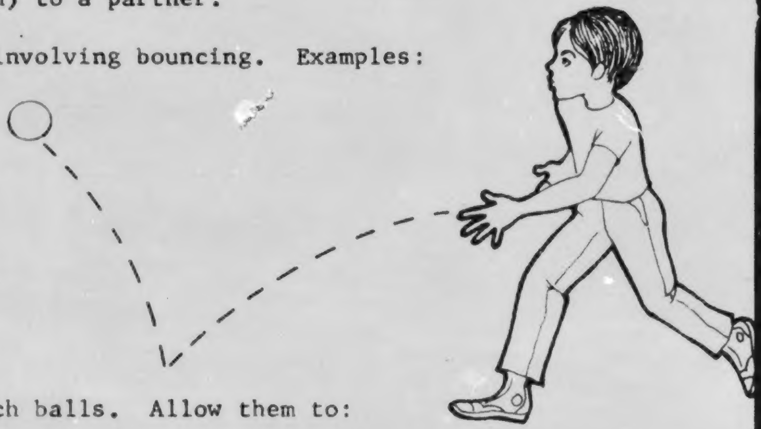
1) Hot Potato
2) Teacher and Class
3) Line Roll Ball
4) Bounce Scotch
5) Cross Over Ball
6) Boxy Ball Relay
7) Tunnel Ball

c. Have pupils bounce and catch balls. Allow them to:

1) Catch a ball bounced from a partner.
2) Bounce a ball to a partner 5 feet away.
3) Bounce a ball to 2 or more partners.
4) Bounce a ball, turn around, and catch it.
5) Bounce a ball while walking or running.
6) Bounce a ball low (high) to a partner.

d. Teach the children games involving bouncing. Examples:

1) Bounce Catch
2) Teacher and Class
3) Hit the Middle Squares
4) Bounce Ball
5) Bounce Catch Race
6) Bounce Scotch
7) Cross Over Ball
8) Two Squares
9) Keep the Ball Bouncing



e. Have pupils throw and catch balls. Allow them to:

1) Toss or throw the ball away, get it, and bring it back to the starting position.
2) Throw the ball up, clap hands, and then catch the ball.
3) Throw the ball up, let it bounce until it is very low, then catch it.
4) Toss a ball with a 2 hand underhand throw to a partner.
5) Throw a ball with an underhand toss to a wall. Let the ball bounce and catch it.
6) Throw a ball underhand into a box 6 feet away.
7) Throw a ball with an overhand throw to a partner 10 feet away.
8) Throw a ball at the handball wall with an underhand toss and then overhand. Let the ball bounce and catch it.

f. Teach the children games involving throwing and catching balls. Examples:

1) Teacher and Class
2) Catch Basket
3) Ring Call Ball
4) Leader Ball
5) Overhead
6) Roll Dodgeball
7) Fox and Squirrel
8) Cross Over Ball
9) Circle Pass Relay
10) Run and Toss Relay
11) Throw Ball
12) Exchange Dodgeball
13) High Over

g. Have pupils kick balls. Allow them to:

1) Kick a stationary ball on the ground to a handball wall and to a partner 10 feet away.
2) Kick a ball rolled by a partner.
3) Kick a bouncing ball to a partner.
4) Kick a ball held in the hands.
5) Catch a kicked ball.

h. Teach the children games involving kicking balls. Examples:

1) One Base
2) Line-up Kick Ball
3) Boot Ball

i. Have pupils strike balls with hands. Allow them to:

1) Drop the ball from waist height, and on the rebound, strike it open-handed with two hands overhand (underhand) to a target.
2) Toss the ball up above the head, and on the descent when it is in front of the face, strike it with two hands open-handed toward a target.
3) Hold the ball, waist high, in palm of hand; swing other arm down and back and strike the ball with open hand.
4) Hold the ball, waist high, in palm of hand; swing other arm across the body from one side to the other and strike the ball with an open hand using the heal of the hand and side of thumb to contact the ball.
5) Toss the ball into the air over the head; swing other arm up and strike ball overhand with open hand using the heel of hand and side of thumb to contact the ball.
6) Hold ball, waist high, in palm of hand; swing other arm across the body from one side to the other and strike the ball with the fist.

j. Teach the children games involving batting with the hand. Examples:

1) Circle Sock Ball
2) Bat and Run
3) Beginning Fist Ball

REVIEW

What Have You Learned?

1. Toss and catch the beanbag with both hands.
2. Toss a beanbag to a partner.
3. Balance a beanbag on your head.
4. Roll the hoop and keep it from falling over.
5. Twirl the hoop around your waist.
6. Run among the tires without touching them.
7. Roll a ball to a partner.
8. Catch a ball bounced from your partner.
9. Bounce a ball, turn around, and catch it.
10. Throw a ball up, clap you hands, and catch the ball.
11. Throw a ball underhand into a box 6 feet away.
12. Kick a ball rolled by your partner.
13. Catch a kicked ball.
14. Drop the ball and strike it with both hands.
15. Hold the ball and strike it with your hand.

AXIAL SKILLS

Learning Objective

Develop skills in a variety of movements.

Suggested Learning Activities

1. Give children the opportunity to perform a variety of movements.
    a. Have the children bend and stretch. Allow them to:
        1) Bend or stretch the body.
        2) Bend or stretch many parts of the body while sitting, standing, kneeling, or lying.
        3) Bend or stretch several parts of the body at the same time.
        4) Bend or stretch and make big and small movements.
        5) Change from a bending position to a stretching position without losing balance.
        6) Kneel and bend sideways, backward, and forward.
        7) Face a partner and bend or stretch in the same or opposite direction.

    b. Have the pupils push and pull. Allow them to:
        1) Push an object away while standing, sitting, kneeling, or lying.
        2) Pull an object toward them while standing, sitting, kneeling, or lying.
        3) Push and pull with feet spread apart.
        4) Push something with hands, legs, elbows, arms, and trunk.
        5) Push or pull with feet close together.
        6) Push with right side of body and pull with the left.
        7) Push while moving in a circle, square, and triangle.
        8) Push or pull in an upward or downward direction.
        9) Do push-ups.
        10) Hold a partner's hands and push and pull together.

    c. Have the pupils rise and fall. Allow them to:
        1) Raise their body from a standing, kneeling, squatting, and lying position.
        2) Fall from a standing, kneeling, and squatting position.
        3) Raise the body and its parts to different levels while sitting, kneeling, standing, or lying.
        4) Rise fast or slow.
        5) Rise and fall with a partner.

    d. Have the children swing and sway. Allow them to:
        1) Swing and sway parts of the body while standing, sitting, kneeling, and lying.

2) Swing and sway with feet close together or as far apart as the shoulders.
3) Swing arms while sitting, standing, kneeling, and lying.
4) Swing and sway at the same time.
5) Swing the arms in a circle, straight line, high, and low.
6) Swing and sway to big and small movements.
7) Swing and sway very slowly or fast while standing.
8) Bend forward at the waist and swing the arms in front.
9) Swing and sway arms and legs with a partner.

e. Have the children twist, turn, and whirl. Allow them to:

1) Twist parts of the body while standing, sitting, kneeling, and lying.
2) Turn while standing.
3) Twist and turn at the same time.
4) Turn on one foot.
5) Twist, turn, and whirl in different directions.
6) Twist the body to the right or left.
7) Twist and turn to the right and then left with arms extended.
8) Twist and turn with a partner.

f. Have the pupils lift and lower. Allow them to:

1) Lift light and heavy objects.
2) Lift objects fast and slow.
3) Lift an object and raise it overhead.
4) Lift an object with a partner.

2. Provide opportunities for pupils to combine axial movements with locomotor movements and to show what axial movements are used to represent, such as

a. Forces of nature--ocean, wind, and rain
b. Worker--housewife, fireman, gas station attendant, fisherman, airport worker
c. Animals--cows, cats, dogs, ducks, birds, bees, butterflies, seals, turtles, snails
d. Mechanical--washing machine, sprinkler, tricycle, lawn mower, airplane, fork lift, helicopter, tractor, pop-up toaster, windshield wiper
e. Structures--bridge tunnel, lighthouse, control tower

REVIEW

What Have You Learned?

1. Bend the body forward.

2. Kneel and bend backward.

3. Stretch and make a big body movement.

4. Do five push-ups.

5. Pull the book on your desk while sitting.

6. Fall from a kneeling position.

7. Swing and sway very slowly while standing.

8. Twist your body to the right and then to the left, to the front, and to the back.

9. Lift a book slowly over your head.

JUMP ROPES

Learning Objectives

1. Develop balance and coordination by using the jump ropes.

2. Jump and turn using a long and short rope.

Suggested Learning Activities

1. Provide opportunities for the children to develop balance and coordination using jump ropes. Allow pupils to: (1)

   a. Jump in place without a rope.
   b. Jump in rhythm to words, "Jump, Jump," without a rope.
   c. Move the arms in a circular motion without the rope.
   d. Walk on the rope from one end to the other.
   e. Walk backwards from one end of the rope to the other.
   f. Put one foot on each side of the rope, jump to the other end and return.
   g. Hop on the right and then left foot all the way around the rope.
   h. Make a circle with the rope using the feet. Put the body in the circle and balance.
   i. Jump from side to side across the stationary rope without touching it.
   j. Walk, then jump over a stationary rope on the ground.
   k. Straddle the rope, jump into the air, turn around, and land on the feet straddling the rope.
   l. Spin around, land on the feet, and straddle the rope.
   m. Criss-cross the hands and feet and move along the rope without touching it.

2. Teach the boys and girls to jump and turn using a long and a short rope. (2)

   a. Have the pupils use a long rope. Allow them to:

      1) Turn a long rope rhythmically left and right.
      2) Walk, run, and jump over a low swinging rope.
      3) Stand next to the rope before it is swung over head, jump the rope as it touches the ground.
      4) Double jump while standing next to the rope.
      5) Run in as the rope is turned toward them and jump.
      6) Run out of the rope after jumping.
      7) Run in as the rope is turned away and jump.
      8) Run in with a partner.
      9) Bounce a ball and jump.
      10) Play catch and jump.
      11) Jump and turn.
      12) Jump and touch the ground.
      13) Jump, swaying from side to side.
      14) Jump as long as possible.

b. Have the pupils use a short rope. Allow them to:

1) Jump turning an imaginary rope.
2) Turn the rope overhead and jump after it touches the ground.
3) Single jump turning the rope forward, backward.
4) Double jump turning the rope forward, backward.
5) Single hop turning the rope forward, backward.
6) Skip in place turning the rope forward, backward.
7) Skip traveling forward.
8) Jump rope with crossed elbows.
9) Jump with a partner.
10) Jump as long as possible.

REVIEW

What Have You Learned?

1. Perform the following activities as the long rope is being turned.

    a. Run in and jump; run out after jumping.
    b. Jump and turn.
    c. Jump and touch the ground.
    d. Jump as long as possible.

2. Perform the following skills using a short rope.

    a. Turn the rope overhead and jump.
    b. Jump as long as possible.
    c. Jump traveling forward.
    d. Jump with a partner.

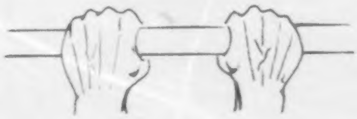
APPARATUS SKILLS

Learning Objectives

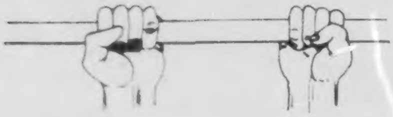
1. Develop proficiency in movement skills through the use of the climbing cube.
2. Develop proficiency in movement skills through the use of the climbing tree.
3. Develop proficiency in movement skills through the use of the horizontal bars.
4. Develop proficiency in movement skills through the use of the horizontal ladder.
5. Develop proficiency in movement skills through the use of the traveling rings.

Suggested Learning Activities

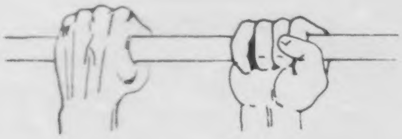
1. Talk with the children about the safety precautions necessary for apparatus play. Examples: (1)(2)(3)(4)(5)
    a. Children awaiting their turn should stand a safe distance from apparatus and performers.
    b. Apparatus should be used for activity rather than as a resting place.
    c. Performers should avoid grasping or pushing others.
    d. Apparatus area should be used only for apparatus play.
    e. Performers should use proper hand grips, and should always maintain a firm grip on apparatus.
    f. Definite paths for entering and leaving apparatus area should be used.
    g. Performers should use correct landings.
2. Teach pupils the types of apparatus grips needed when using the apparatus. (1)(2)(3)(4)
    a. Overhand grip--the thumbs are under the bar, fingers over it, and the backs of hands toward performer.



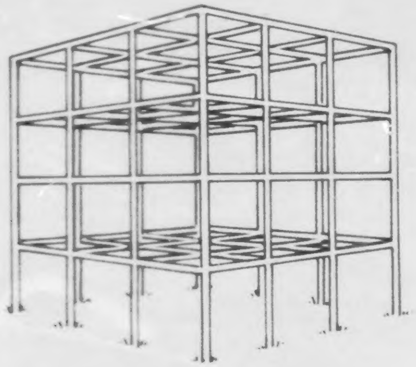
    b. Reverse grip--the thumbs are over the bar, fingers under it, and palms of hands toward performer.



c. Mixed grip--over hand grip for one hand, and reverse grip for the other.

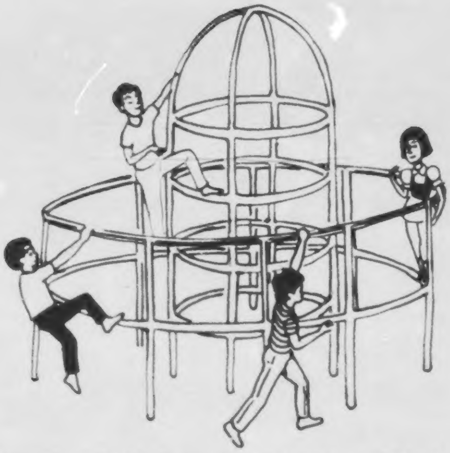


3. Provide opportunities for pupils to develop proficiency in movement skills through the use of the climbing cube. Allow pupils to: (1)



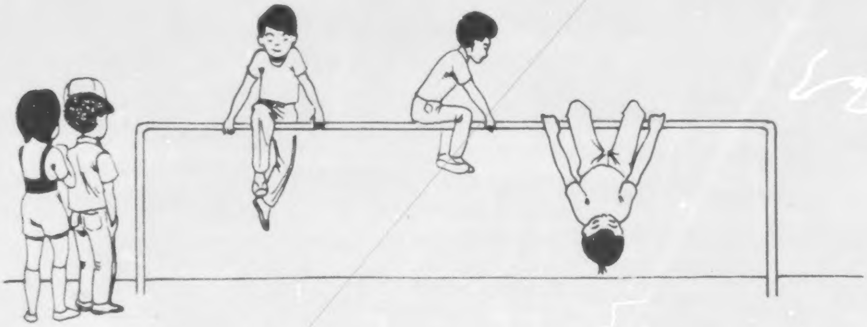
   a. Around the town--climb around lowest level and return to starting place, keeping one hand and one foot on a bar at all times, gripping with fingers over and thumbs under bars.
   b. Up and down the mountain--climb up and down first two levels on outside of apparatus moving alternately up on one section to second level and down on next section to first level, progressing around apparatus and returning to starting place.
   c. Low tunnel--climb through the squares at lowest level, in at one side and out on the opposite side.
   d. Around the mountain--climb around outside of apparatus at lowest level; climb up and around at second, and then third levels. Climb down inside apparatus, and leave area.
   e. High tunnel--climb up one side, then through squares of the second level, and down the opposite side.

4. Provide opportunities for pupils to develop proficiency in movement skills through use of the climbing tree. Allow pupils to: (2)



a. Around the town--climb around lowest level, keeping one hand and one foot on a bar at all times, and gripping with fingers over and thumbs under bars; return to starting place; leave apparatus.
b. Up and down the mountain--climb up and down first two levels on outside of apparatus, moving alternately up on one section to second level and down on next section to first level; progress around apparatus; return to starting place and leave apparatus.
c. Low round tunnel--climb around squares of lower level inside apparatus; return to starting place and leave apparatus.
d. High round tunnel--climb up one side, around the squares of the second level, and back to starting place; climb down and leave apparatus.
e. Fireman's slide--climb up on outside to third level and slide down the center pole. Keep hands on pole and legs around it while sliding. Exit at opposite side.

5. Provide opportunities for pupils to develop proficiency in movement skills through the use of horizontal bars. Allow pupils to: (3)



a. Pull-up--Stand facing bar; grasp with both hands, shoulder width apart, using overhand grip. Walk two steps forward and lower to hand position, weight supported by feet and hands. Keep body in straight line from knees to shoulder and parallel to ground. Raise and lower body to bar by bending and extending arms as many times as possible. Avoid bending at hips. Walk backward to stand position and leave apparatus.

b. Hip circle forward--Stand facing bar; grasp with both hands, shoulder width apart, using overhand grip. Jump to a waist-leaning position on bar; change to reverse grip and turn forward, bending at hips. Finish hanging by hands with feet resting on ground. Walk backward to stand position and leave apparatus.

c. Single knee circle forward--Stand facing bar; grasp bar with one hand using overhand grip. Place opposite leg over bar hooking knee; grasp bar with other hand, using overhand grip so that knee is between hands. Mount bar, and change to reverse grip; lock foot of hooked knee under knee of other leg and turn forward. Dismount by reversing steps of mount and leave apparatus.

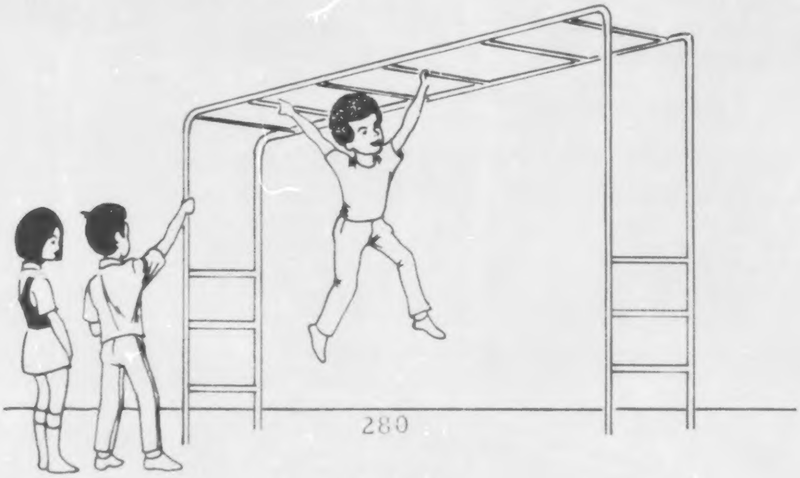
d. Single knee circle backward--Repeat the single knee circle with an overhand grip.

e. Mill circle--Stand facing bar; grasp bar with one hand using overhand grip. Place opposite leg over bar; grasp bar with other hand using overhand grip, so that leg is between hands. Mount bar to straddle position, cross feet, change hands to mixed grips and place together in front of, and close to body. Make complete turn in either direction. Dismount and leave apparatus.

f. Skin the cat--Stand facing bar; grasp bar with one hand using overhand grip. Place opposite leg over bar, hooking knee; grasp bar with other hand, using overhand grip. Swing backward to inverted position, hanging from both hands and one knee; hook other knee over bar between hands. Support weight with hands and lower both legs backward, keeping knees close to chest until feet rest on ground. Dismount and leave apparatus.

g. Bird nest--Stand facing bar; grasp with one hand, using overhand grip. Place opposite leg over bar hooking knee; grasp bar with other hand, using overhand grip so that knee is between hands. Swing backward to an inverted position; change to reverse grip and hang from both hands and one knee; hook other knee over bar between hands. Unhook and bring knees to chest between arms; hook insteps behind bar. Pull body through arms; lower trunk to an arched position. Hang supported by feet and hands with arched back toward bar. Dismount by bringing hips between hands and lowering feet to ground; leave apparatus.

6. Provide opportunities for pupils to develop proficiency in movement skills through use of the horizontal ladder. Allow pupils to: (4)



a. Hang and drop--Stand facing end of apparatus; place one hand on each supporting pole; climb both steps of ladder. Reach and grasp second rung of horizontal ladder with one hand, followed by the other using overhand grips. Hang for a moment and drop by looking at landing place, letting go with both hands at once, and landing lightly on balls of feet; bend knees immediately upon landing to absorb shock.

b. Swing and drop--Stand facing end of apparatus; place one hand on each supporting pole and climb both steps of ladder. Grasp second rung with one hand, and third rung with other hand, using a mixed grip. Palms are facing each other. Facing side of ladder, swing body from side to side. Stop swinging, look at landing place and drop, landing on balls of feet, bend knees immediately upon landing to absorb shock.

c. Single rail travel--Stand facing end of apparatus; place one hand on each supporting pole and climb both steps of ladder. Grasp first rung with both hands close together and near either side rail using overhand grip. With hand closer to side of ladder, reach and grasp nearer side rail; follow with other hand, using overhand grips; palms of both hands facing in. Travel sideways toward the far end as far as possible, sliding one hand and then the other. Dismount by dropping or climbing down ladder at other end.

d. Double rail travel--Stand facing end of apparatus, place each hand on each supporting pole, and climb both steps of ladder. Grasp both side rails, palms of both hands facing in, and swing to hand position. Travel forward, as far as possible, sliding one hand and then the other. Dismount by dropping or by climbing down ladder at other end.

e. Single rung-travel--Stand facing end of apparatus; place one hand on each supporting pole, and climb both steps of ladder. Grasp first rung of horizontal ladder with both hands using overhand grip and swing to hang position. Graps the second rung with one hand, and then bring the other hand to the same rung. Travel forward in this way as far as possible. Dismount by dropping or by climbing down ladder at other end.

f. Rung travel forward--Stand facing end of apparatus; place one hand on each supporting pole, and climb both steps of ladder. Grasp first rung with one hand and the next rung with the other, using overhand grip, and swing to hang position. Travel forward, as far as possible, grasping rungs with alternate hands, one hand on one rung and the other on the next. Dismount by dropping or by climbing down ladder at other end.

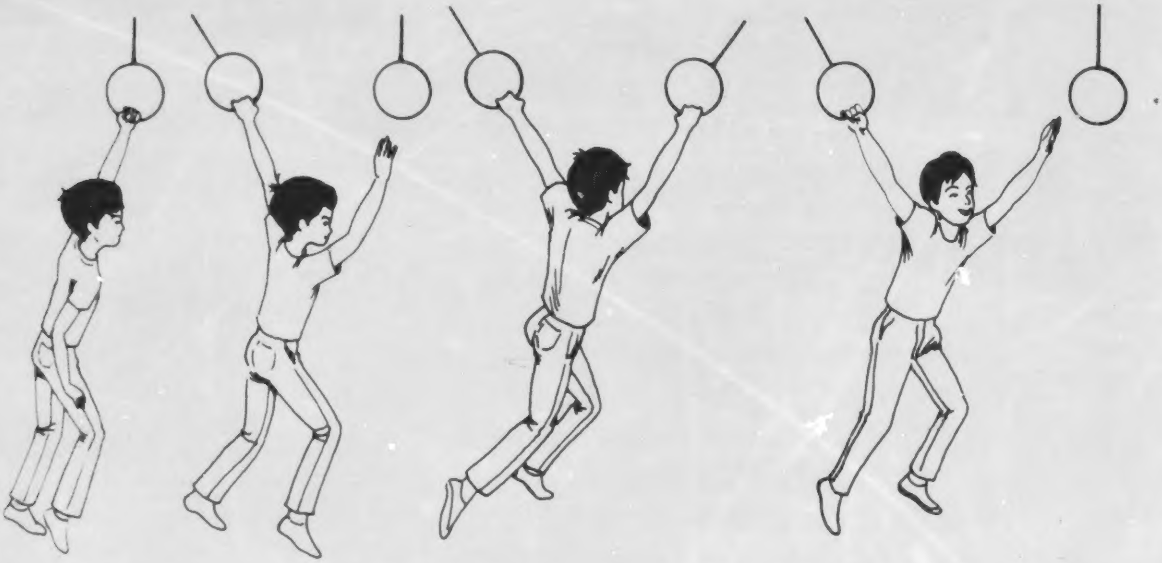
g. Skip rung travel--Stand facing end of apparatus, place one hand on each supporting pole, and climb both steps of ladder. Grasp first rung with one hand and third rung with the other, using overhand grips; swing to hang position. Travel forward, using alternate hands, skipping every other rung. Dismount by dropping or by climbing down ladder at other end.

7. Discuss with the children safety precautions when using the circular traveling rings. (5)

a. Only one performer is to be on the rings at a time.
b. Performer is to keep one hand on rings at all times.
c. Performer should come to rest in the hanging position before dismounting.

8. Teach pupils the correct position for holding the circular traveling rings. The fingers should be over the rings and the thumbs should be around the rings. (5)

9. Provide opportunities for pupils to develop proficiency in movement skills through use of the traveling rings. Allow pupils to: (5)



a. Around the world--Mount and swing. Release the left hand on the backward swing, hold on with the right hand, and travel counter clockwise, making a half turn away from the center pole; grasp the third ring with the left hand, body facing out. Maintain swinging movements sideways and travel around the rings counter clockwise as far as possible, releasing and grasping each succeeding ring with alternate hands. Dismount.

b. Basket weave--Mount and swing. Release the left hand on the backward swing, hold on with the right hand, and travel counter clockwise in a half turn away from the center pole; grasp the third ring with the left hand, body facing out. Maintain swinging movements sideways, release the right hand on the backward swing, and hold on with the left hand; travel counter clockwise, making a half turn toward the center pole, and grasp the fourth ring with the right hand, body facing in. Maintain swinging movements sideways, release the left hand at the top of the left swing, and hold on with the right hand; travel clockwise, making a half turn toward the center pole, and grasp the third ring with the left hand, body facing in. Maintain swinging movements sideways, release the right hand at the top of the right swing, and travel clockwise, making a half turn away from the center pole, grasp the second ring with the right hand, body facing out. Maintain swinging movements sideways, release the left hand at the top of the left swing, and travel clockwise making a brief turn toward the center pole, grasp the first ring with the left hand, body facing in. Maintain swinging movements sideways and travel in the basket weave pattern.

c. Figure eight--Mount and swing. Release the left hand on the backward swing, hold on with the right hand, and travel counter clockwise, making a half turn away from the center pole; grasp the third ring with the left hand, body facing out. Maintain swinging movements sideways, release the right hand at the top of the right swing, and hold on with the left hand; make a half turn toward the center pole and grasp the fourth ring with the right hand, body facing in. Maintain swinging movements sideways and travel on circular rings in a figure eight pattern. Dismount.

REVIEW

What Have You Learned?

1. Demonstrate the overhand grip.
2. Demonstrate the reverse grip.
3. Demonstrate the mixed grip.
4. Use the climbing cube and demonstrate the way you would go around the mountain.
5. Use the climbing tree and climb to the top and slide down.
6. Skin the cat on the low horizontal bar.
7. Swing and drop using the horizontal ladder.
8. On the traveling rings go around the world.

STUNT SKILLS

Learning Objectives

1. Develop self testing stunts.

2. Explore movement in a horizontal, vertical, and inverted body position through individual stunts.

3. Explore movement in a horizontal, vertical, and inverted body position through dual stunts.

Suggested Learning Activities

1. Provide opportunities for pupils to engage in self testing stunt activities. Have pupils use the beanbag. Allow them to: (1)

   a. Beanbag catch after tossing in air to self.
   b. Place beanbag on head and walk 10 feet or more without touching the beanbag. Turn around and come back another way, such as skipping, hopping, or jumping. If the beanbag falls off the head, stop, stand on one foot, bend over and pick up the beanbag, replace it on the head, and continue to move as before.
   c. Toss bag into square box or basket on the ground.
   d. Place beanbag on head, place other hand behind back. Tilt head back slowly and catch beanbag as it falls.
   e. Toss beanbag in air, clap hands, and catch.
   f. Toss beanbag with side toss to a target.
   g. Toss beanbag with one hand, catch with one hand.

2. Have the pupils perform individual stunts. Allow them to: (2)

   a. Stork stand--Stand tall; then bend one leg, grasp ankle, and balance on other foot. Do the same thing, bending other leg and balancing on other foot.
   b. Chicken walk--Stand on tiptoes; then bend knees and grasp both legs with both arms circling legs midway between knees and ankles. Still on tiptoes, walk in this position.
   c. Dog walk--Lean forward and place hands on floor; then walk like a dog on all fours. Then run in same position. Turns may be taken circling some object on floor, traveling a specified route; or a leader may be followed.
   d. Bear--Lean forward and place hands on floor, keeping knees straight; then travel forward by moving right arm and right leg at same time and then left arm and left leg.
   e. Rag doll--Bend knees slightly; then bend forward at waist, letting arms and hands hang limp so that fingers touch floor; walk around in this position.

f. Crab walk--Squat down and place hands on floor behind hips; then left hips and walk backward, using right arm and right leg at same time and then left arm and left leg. Also walk forward in this manner.

g. Toe-heel rock--Stand tall, feet together; then rock forward onto toes, counting slowly to four; then rock back slowly onto heels, counting to four. Repeat several times. The trick is to maintain balance while moving very slowly.

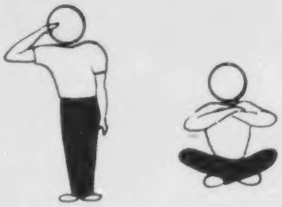
h. Hop-foot-hop--Stand on left foot, bend right leg and grasp right ankle with right hand; then hop forward several times, landing lightly on front part of left foot. Repeat, grasping left ankle and hopping on right foot.

i. Robin jump--Stand tall with hands on hips; then jump forward on toes, keeping feet together, heels turned slightly out, and flapping elbows like wings.

j. Rabbit jump--Place hands by sides of head (rabbit ears), and bend knees slightly; then jump forward to right; turn and jump forward to left. Repeat, jumping alternatley to right and left and keeping feet together throughout.

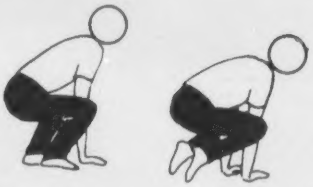
k. Rocking horse--Stand straight, arms down at sides; step forward with one foot, holding the other in place. Keep legs stiff and rock forward, lifting back foot off ground. Rock backward, lifting front foot off ground. Repeat rocking forward and backward several times.

l. Statues--Stand in good posture, deciding what kind of a statue to be. On loud signal from a drum or gong, take the position of an original statue. On next signal, which is less loud, call out, with other players, what kind of statue you are. On next loud signal, become another statue. Repeat being statues and calling out titles several times. Statue ideas: soldier, Indian dancer, animal, clown, and rocket.



m. I can-can you?--Stand in good posture, facing leader. Leader says, "I can turn like a top. What can you turn like?" All players respond by telling what they are and performing action. Leader chooses a new leader. Ideas for action: "I can bounce like a clown." "I can jump like a kangaroo." "I can hop like a bird." "I can soar like a glider."

n. Frog jump--Take a squat position with hands on ground well in front of body. Travel forward by jumping to bring feet to hands, maintaining squat position. Place hands well in front of body again and repeat jump. Following each jump, look around and blink eyes like a frog. Jumps may be in different directions.



o. Duck walk--Assume a deep knee bend position with hands on hips and walk around.

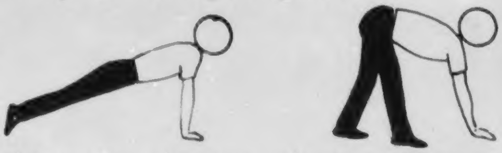
p. Tread the needle--Clasp hands in front, step through a loop first with one foot then the other. Hold hands in back and reverse action.

q. Human ball--Lie on back, hug knees to chest and roll from side to side.

r. Log roll--Lie on mat, arms and legs straight. Roll down mat.

s. Tight rope walker--walk slowly in good posture along a chalk line, arms extended sideways for balance.

t. Measuring worm--Keep body in a straight line, weight on arms and toes. Arms remain stationary, without body sag, as legs take tiny steps until feet reach hands. When feet are in position, hands move forward in small steps until body is straight again. No body sag should be allowed.



u. Rising sun--Sit on floor and draw knees up close to chest. Clasp hands around knees. Rock back until feet are in the air. Then rock forward hard until weight is on feet. Do no unclasp hands.

v. Jump and slap heels--Jump high with both feet, bending knees and raising heels in back. Slap heels with hands once or twice before landing.

w. Sit ups--Hands over head, lie on back. Come to a sitting position, keeping legs straight, and reach over and touch toes. Lie down slowly.

x. Jump the stick--Hold stick (or newspaper) with tips of fingers in front of thighs. Palms should be down. Swing stick under feet as a jump with two feet is made.

y. Jack knife--From the ready position, bend forward at the waist, keeping knees straight; touch the ground with the finger tips. Repeat exercise a number of times.

z. Dervish jump--From the ready position, spread the feet apart, spring into the air, and execute a half turn to the right. This is repeated, completing a full turn. The activity is executed again, this time turning to the left.

3. Provide opportunities for pupils to perform dual stunts. Allow them to: (3)

a. Hand wrestle--Children turn to face a partner and join right hands. Each raises one foot behind him. On a signal, each attempts to cause the other to touch the free hand or foot to the surface. A variation is to give a signal and have the partners shake hands and each tries to pull the other over the line. The player who first pulls the opponent off balance is the winner.

b. Indian wrestle--Children turn to face a partner, grasp right hands, and position feet for good balance. When ready,each attempts to move his opponent off balance and cause him to move either foot from the original position while keeping his own feet stationary.

c. Rise and shine--Children turn to face a partner of equal size and weight. They sit back to back,feet flat on the floor with the knees bent close to chest, elbows locked with the partner's. Both performers push on the floor with the feet and press against each other's back and attempt to rise to a standing position.

d. Chinese push-up--Partners sit on floor, back to back, with arms locked. They attempt to stand up without rleasing arms.(Push against each other and bring feet close to the body.)

e. Bouncing ball--One pupil is the ball, the other pupil the bouncer. Bouncer pushes on the head of the ball, and pupil who is the ball does a deep knee bend and comes back up. Continue in rhythm. Partners change positions.

f. Wring the dish rag--Parnters face each other and join both hands. Lifting one pair of clasped hands high partners walk under the raised hands, turning back to back. Partners then lift other pair of clasped hands and keep turning the same direction until they are face to face once more.

g. Wheelbarrow--One partner stands behind the other facing in the same direction. The first partner, places his hands flat on the floor. The second partner grasps the first one's legs at the knees, lifting them from the floor. With back straight, the first partner walks forward on his hands while the second follows holding the first one's legs. Repeat, having partners change positions.

REVIEW

. What Have You Learned?

1. With your beanbag do the following:

   a. Put it on your head and walk around the room.
   b. Toss the beanbag into the waste paper basket.
   c. Toss the beanbag into the air, clap hands, and catch it.

2. Demonstrate the following stunts: (Teacher may do the stunts first.)

   a. Bear walk
   b. Crab walk
   c. Human ball
   d. Jump and slap heels
   e. Jack knife
   f. Dervish jump

3. With a partner do the following stunts: (Teacher may demonstrate first.)

   a. Hand wrestle
   b. Indian wrestle
   c. Wheelbarrow

SECTION IV:

DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTMIC ACTIVITIES

CREATIVE MOVEMENT

BASIC STEPS AND DANCES

CREATIVE MOVEMENT

Learning Objectives

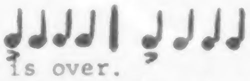
1. Move effectively and creatively to develop a sense of rhythm.
2. Handle objects and perform a rhythmic routine to music.

Suggested Learning Activities

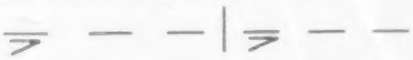
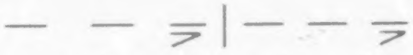
1. Provide activities to help pupils develop a sense of rhythm. Allow the pupils to: (1)

    a. Clap and move in time to various rhythms-even and uneven.
    b. Clap and move in time to various tempos-fast and slow.
    c. Clap and move in time to different dynamics-loud and soft.
    d. Differentiate between high and low pitches.
    e. Change movement as musical phrases change.
    f. Keep time to even rhythms and move in various ways.
    g. Keep time to uneven rhythms and move in various ways.
    h. Keep time in place and move arms, legs, and body.
    i. Move in place and keep time.
    j. Move as fast as they can without touching anyone else.
    k. Move very fast (slowly) without leaving their position.
    l. Throw and catch in slow motion.
    m. Move one part of the body very fast and another part very slowly.

2. Have children follow the leader with a drum beat or hand clap. (1)

    a. The teacher beats a short pattern  then stops and holds up the beater to signity it is over.
    The children clap the pattern in response with hands, or clap on the floor, or tap with their feet.
    b. Ask the children to beat a pattern behind the class or outside the room. The class repeats the pattern as an echo.
    c. Teacher beats a drum, using different patterns and tempos. Children follow the beats, moving on the floor. Children may vary the size of steps to the drum beat: long steps, tiny steps, running steps, or use any appropriate response.

3. Help children feel the flow or the melodic line by moving their bodies with the music. (1)

    a. Clap a phrase, accenting first beat 
    Clap the same phrase accenting last beat 
    Children move to the phrase, showing the accent by a change in movement. Change directions in various ways on the accent.
    b. Select a short composition with definite phrasings. One group of children move on the first phrase, then stand very still; then another group move on the second phrase. Repeat as the phrases are repeated.

c. Place 4 or 5 chairs around the space, to be "stops"; or select other objects to be "stops." As many children as possible move on the phrase, or beats, so that they arrive at a new "stop" when the beats are over or the phase ends.

4. Have the children follow the leader and perform every locomotor activity the leader performs. This game may be identified with various tempos set by the teacher. (1)

5. Have the children use objects and perform a rhythmic routine to music. (2) Have the children use bells, hoops, and rope. Allow them to:

a. Bounce a ball, alone or with a partner to 2/4 and 4/4 time.
b. Pretend to bounce a ball to music.
c. Clap their hands each time the ball bounces on the floor.
d. Bounce a ball in many different ways, such as fast, slow, high, low, combinations, against something, and to someone else.
e. Spin the hoop to music.
f. Jump in and out of a hoop to music.
g. Jump ropes to rhymes. Examples:

Over, under,
What's my number?
1, 2, 3, etc.

Sleepy head, sleepy head,
Night is past;
First you jump slow,
Then you jump fast...

Cherries from the tree,
Water from the pump,
Who will be the
Next to jump?
A, B, C, etc.

Topsy-Turvy,
What's your hurry?
Faster, faster, faster...

Down in the valley,
Up on the hill,
If I don't miss soon,
I never will...

Chocolate cake,
Huckleberry pie,
Ask my mother
How old am I?
1, 2, 3, etc.

Al-pha-bet, Al-pha-bet,
Now what letter will I get?
A, B, C, etc.

Miss, miss,
Little Miss, miss
When she misses
She misses like this...

Rocket big, rocket white,
Are you ready for your flight?
10, 9, 8, 7, 6,
5, 4, 3, 2, 1,
Zero, fire! (Out you go!)

h. Jump rope to 2/4 and 4/4 time using jump, skip, and run movements.

REVIEW

What Have You Learned?

1. Clap the pattern with a strong clap on the first beat.

2. March to the record.

3. Bounce a ball to 4/4 time.

4. Jump rope to the rhyme.
   Over, under,
   What's my number?
   1,2,3,4,5, etc.

BASIC STEPS AND DANCES

Learning Objectives

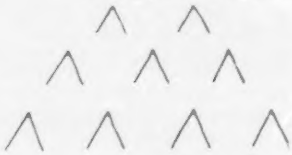
1. Perform singing games.
2. Perform basic steps and simple folk dances to music.
3. Perform basic square dance formations, patterns, and dances.
4. Perform basic contemporary dances.

Suggested Learning Activities

1. Have the children become familiar with formations for singing games. (1)

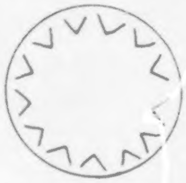
INFORMAL ARRANGEMENT

Well spaced, all moving in same general direction

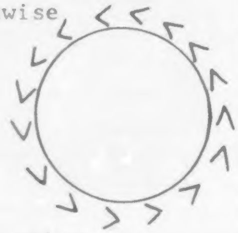


Single Circle

Facing Center

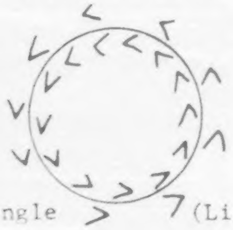


Facing Counter-clockwise

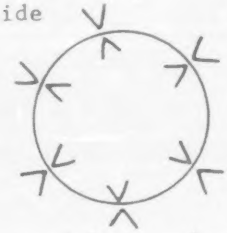


Double Circle

Facing counter-clockwise,
boys on inside of circle.

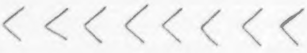


Partners facing each other,
boys on inside

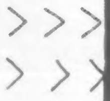


FILES

Single (Lines, one child standing behind another)



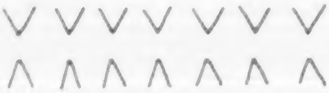
Column of Twos



Boys stand at the left side of their partners.

Lines

Two parallel lines facing each other



2. Teach the boys and girls the movement skills used in singing games. (1)

    a. Bow or curtsy to partner.
    b. Skip with partner, inside hands joined.
    c. Take partner's hand and walk together; upon signal, change hands, and walk in the opposite direction.
    d. Join both hands with partner, and skip around in small circle.
    e. Make an arch by joining both hands with partner and raising arms high.
    f. Skip through an arch with partner, inside hands joined.
    g. Clap thighs, own hands, and partner's hands on basic beats of music.
    h. Join right hand with partner, and make complete turn to right under raised arms.
    i. Hold right elbow in left hand and shake right finger three times at partner. Reverse hands.
    j. Join both hands with partner. Place left foot forward. Jump and land with right foot forward. Continue jumping and placing alternate feet forward.
    k. Join hands to form circle of comfortable size for group. Make circle larger by stepping away from center, and smaller by moving toward center.
    l. Keep hands joined while walking or skipping around circle.
    m. Skip in one direction inside a circle while circle players skip in the opposite direction.
    n. Weave in and out between players in circle.
    o. With hands joined, in a circle, walk or run in one direction; upon signal, reverse direction and continue walking or running.
    p. With hands joined, move to center of circle raising arms. Walk backward to place.

3. Teach children singing games. (Refer to P.E. Teaching Guide No.472) (1)
   Examples:
    a. The Gallant Ship (English folk)
    b. Ring Around a Rosy (English-American folk)
    c. Where, O Where Is Dear Little Susie? (American folk)
    d. The Old Gray Cat (Contemporary)
    e. The Farmer in the Dell (English-American folk)
    f. Here We Go Round the Mulberry Bush (English folk)
    g. Sailboat (Contemporary)
    h. Did You Ever See A Lassie (Scottish folk)
    i. Five Little Chickadees (English folk)
    j. Garden Game (French folk)
    k. Sing a Song of Sixpence (English folk)
    l. London Bridge (English-American folk)
    m. Looby Loo (English folk)
    n. The Muffin Man (English folk)
    o. Ten Little Indians
    p. Rig-A-Jig-Jig (English folk)
    q. The Swing (Contemporary)
    r. Bow,Bow, Belinda (American folk)
    s. Skip to My Lou (American folk)
    t. German Clap Dance
    u. El Molino (Mexican contemporary)
    v. LA Burrita (Mexican contemporary)
    w. Shoemaker's Dance (Danish folk)

4. Talk with the children about the purposes or reasons for boys and girls learning and performing dances together. (2)(3)(4)
Examples:

   a. The pleasure derived
   b. Satisfaction of working harmoniously together
   c. Chances to develop and test one's agility and coordination
   d. Benefits of learning social skills
   e. Values of gaining poise and self-confidence
   f. The experience of doing a dance which children in far-off foreign countries actually do
   g. The enjoyment of doing a dance which one's own ancestors may have enjoyed
   h. Leisure-time activity

5. Talk with the class about folk dances. Point out that folk dances are prescribed movement patterns inherited from the past and performed to traditional music. These dances have been passed from one generation to the next by participation of children with adults, by word of mouth, or by illustrated or written description. Folk dances often tell a story or dramatize some occupation, custom, or celebration of the people. (2)

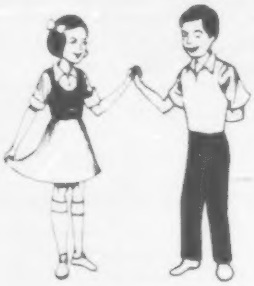
6. Teach pupils the basic folk dance combinations or patterns of simple basic steps. Examples: (2)(3)

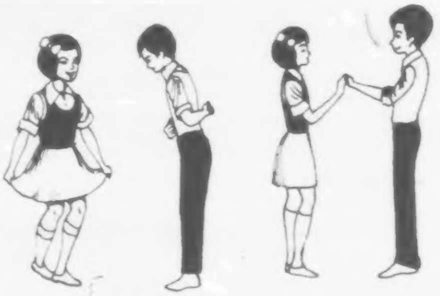
   a. Walk, run, hop, skip, slide, jump, bow, curtsy, clap, stamp, twirl
   b. Bleking (a series of low jumps in place on alternate feet, opposite heel touched forward on floor)
   c. Step-hop (actually a short, up and down skip)
   d. Chug (a short backward jump with feet together on the floor)
   e. Draw (side drag-close)
   f. Heel-toe, balance, buzz, two step
   g. Varsoviana (long and short pattern), three-quarter walk (simple waltz)

7. Have children learn dance positions with partners. (2)(3)(4)

Open Position
Partners face same direction side by side, girl to right of boy, inside hands loosely joined.

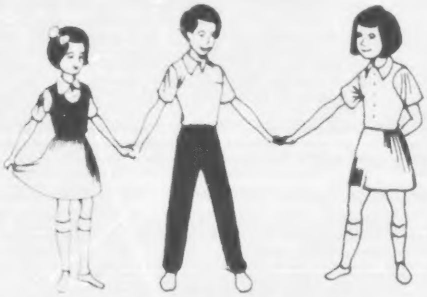
Facing Position
Partners face each other squarely; both hands joined straight across, or hands hanging at sides.





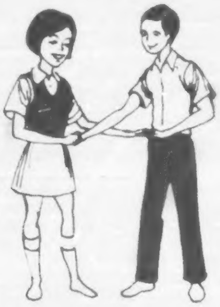
Trio

Three dancers face same direction side by side, one boy between two girls or a girl between two boys; middle dancer holds outer dancers loosely by the inside hand.



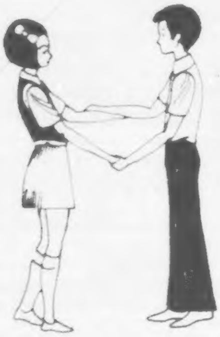
Promenade Position

Partners face same direction side by side, girl to right of boy; right hands joined over joined left hands; crossed arms held above waist level for improved appearance and posture.



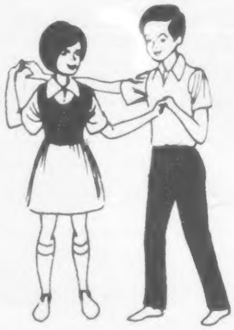
Semi-closed Position
With Elbow-grasp

Partners face each other, then turn heads to face line of direction, boy looks to his left, girl to her right, extend leading arms and join hands, boy supporting girl's right palm on his palm-up left hand; trailing hands grasp partners' elbows waist high.



Varsoviana Position

Partners face same direction, girl to right and slightly ahead; boy's right arm back of girl's shoulders; right hands held near girl's right shoulder, left hands near boy's left shoulder; boy's palms turned in, girl's out; arms relaxed, fingers loosely curled.



8. Teach children folk dances, such as the following: (2)
(Refer to Physical Education Rhythmic Activities Teaching Guide EC-198.)

   a. Bingo
   b. Maypole Dance
   c. Marusaki
   d. On the Bridge of Avignon

e. Gustaf's Skoal
f. Shoo Fly
g. Sandy Land
h. La Costilla
i. Feast of the Lanterns
j. Yankee Doodle
k. Paw Paw Patch
l. Sicilian Circle
m. The Hitch Hiker
n. Circassian Circle
o. Soloman Levi
p. Pop Goes the Weasel
q. Red River Valley
r. Teton Mountain Stomp
s. Spanish Circle
t. Charmarita
u. Corrido
v. All American Promenade
w. Ranchera
x. Chihuahua
y. La Raspa

9. Involve the class in a discuss of square dances. Talk about their origin. Compare square and folk dancing. (3)

10. Teach children to perform the basic square dance formations and patterns. (3)

a. Steps

The square dance step is always a smooth sliding shuffle. Lead with the shoulders, body relaxed and slightly forward. Keep the weight on the balls of the feet and slide along without lifting the feet from the floor.

b. The Square

Imagine a ten-foot square on the floor. Four couples, one couple standing on each of the four sides, everyone facing the center of the square. Each gent has his partner on his right. The lady on his left is his Corner Lady. The couple with their back to the music is usually designated as First or Head Couple; the couple to their right is the Second or Side Couple; the couple opposite them is Third or Foot Couple; and the couple to their left is Fourth or Side Couple. Each couple's Home position is the side of the square they assume when forming the square for that particular dance.

c. Honors Right, Honors Left

Each gent bows to his partner and then to the lady on his left. The ladies return the bow with curtsies.

d. Circle Left

Every dancer in the square joins hands with his neighbors to form a circle and the circle moves clockwise, (to the left).

e. Swing

Partners take a waltz position with their right hips touching, the gents right foot on the outside of his lady's right foot. They both move clockwise, (by both stepping forward). The result should be a nice easy swing, the couple remaining in place.

f. Promenade

Each couple joins hands with the skating hold (right hands crossed over lefts) and moves around the square, usually in a counter-clockwise direction until they reach their Home position. The ladies are on the outside.

g. Allemande Left

Each gent joins left hands with his Corner Lady, (the lady to his left in the square). They walk around each other and back to place.

h. Grand Right and Left

Partners facing, join right hands and then release as they pass each other. The ladies move clockwise around the set; the men move in the other direction, alternately joining left and right hands with each person they pass. As partners meet again on the opposite side of the set they join hands in Promenade position and Promenade Home.

i. Dos-A-Dos

Two people facing, they advance and pass each other (right shoulders). Each takes two steps to the right passing back to back. Then stepping backward they pass each other (left shoulders) to place.

j. Do-Pas-O

With the usual command, Four Hands Up, two couples join hands forming a ring and circle to the left. Then the Do-Pas-O begins--in which each lady will make a figure-eight pattern around the gents. Part I...Each gent changes his lady's left from his right to his left hand. He pulls her across in front of him and starts her around behind him...Part II... Stepping toward the opposite lady he reaches with his right hand for her right and pulls her lightly to his right side. She moves around behind him...Part III...Then each gent joins left hands with his partner and putting his arm around her waist, turns her to place.

k. Sashay

A sliding step toward the side (slide one foot to the side, close the other foot to the first foot, and repeat.)

11. Teach children square dances. (Refer to Physical Education Rhythmic Activities No. EC-198.) Examples: (3)

    a. Dances listed under folk dances
    b. La Palmadilla
    c. Comin' Round the Mountain
    d. Darling Nellie Gray
    e. El Rancho Grande
    f. Hot Time
    g. Indian Style
    h. John Brown
    i. Oh, Johnny
    j. Oh, Susanna
    k. Parley Vous
    l. Spanish Cavalier
    m. Wabash Cannon Ball

12. Allow pupils to perform basic contemporary dances common to their neighborhood, community, and environment. Discuss the origin of the dances. Talk about basic steps necessary to perform the dances. (4)

13. Teach children contemporary dances. (Refer to Physical Education Rhythmic Activities No. EC-198.) Suggested dances: (4)

    a. El Molino
    b. Patty Cake Dance
    c. The Hitch Hiker
    d. La Burrita
    e. La Costilla
    f. The Ball Game
    g. El Rancho Grande
    h. Hula Mixer
    i. Canadian Barn Dance
    j. Chihuahua
    k. Dance of the Bells
    l. Happy Polka
    m. Five Foot Two
    n. La Raspa
    o. The Manitou
    p. Mormon Schottische
    q. Mexican Schottis
    r. Smiles
    s. Oklahoma Mixer
    t. Spanish Circle
    u. Spinning Waltz
    v. Susan's Gavotte
    w. Ten Pretty Girls

REVIEW

What Have You Learned?

1. Let's have row number 1 select a singing game to dance.

2. Row number 2 may select one of the following dances:

   a. The Hitch Hiker
   b. Teton Mountain Stomp
   c. La Costilla

3. Demonstrate for the class the following:

   a. Honors right, honors left
   b. Allemande left
   e. Dos-a-dos
   f. Sashay

4. Let's dance Oh, Johnny, which is a square dance.

5. The class president may select one contemporary dance for the class to do.

SECTION V:

DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

STANDARDS
GAMES

STANDARDS

Learning Objective

Develop standards for sportsmanship.

Suggested Learning Activities

1. Have children learn proper standards for sportsmanship through game activities. Stress the importance of:

    a. Taking turns
    b. Cooperating with others
    c. Learning to be a follower or leader
    d. Caring for equipment and supplies
    e. Accepting suggestions and criticisms
    f. Following directions given by the teacher or pupil

2. Discuss with the class rules for the various games. Rules should be talked about prior to playing the game. Stress the importance of following the correct game procedures. Point out that good sports play according to the rules of the game.

3. Allow children to role play a playground incident in which one or more pupils did not follow the game rules.

4. Have pupils chart rules for the various games. Talk about and discuss the rules listed on the chart.

5. Discuss ways boys and girls can help a classmate who is not able to perform an activity as well as others in the class. Talk about the importance of trying a new skill and activity.

6. Provide opportunities for pupils to assist others in the room with game skills, such as batting, hitting, kicking, and catching.

REVIEW

What Have You Learned?

1. Tell the class standards you are to follow in order to be a good sport.
2. Tell the class why it is important to follow game rules.

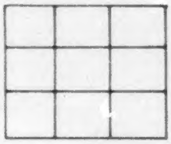
GAMES

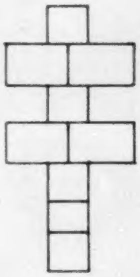
Learning Objectives

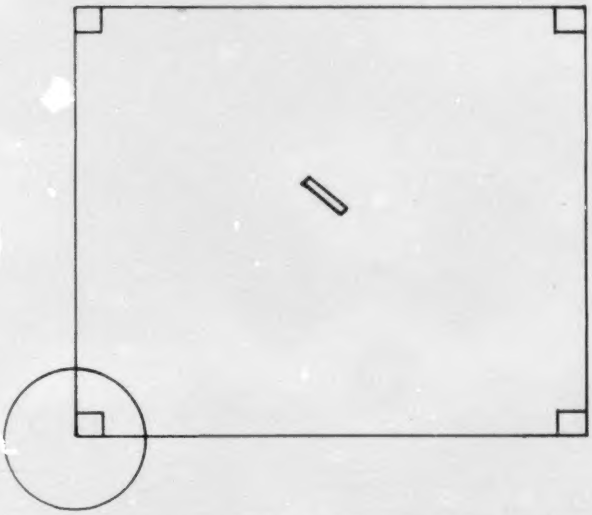
1. Participate in simple games.
2. Participate in games using more complex skills.
3. Participate in track activities.

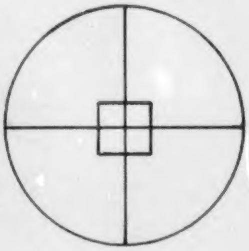
Suggested Learning Activities

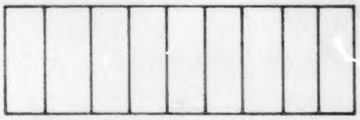
1. Have the children become familiar with the low organizational game areas. Point out to the class the areas, different geometric shapes in the areas, and the uses of the different areas. (1)

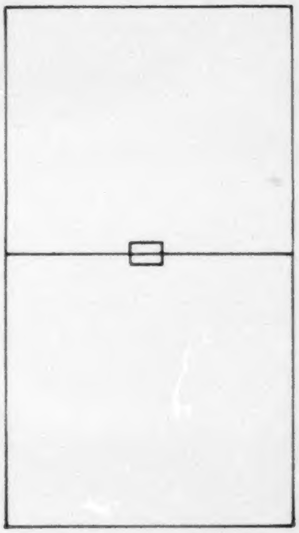


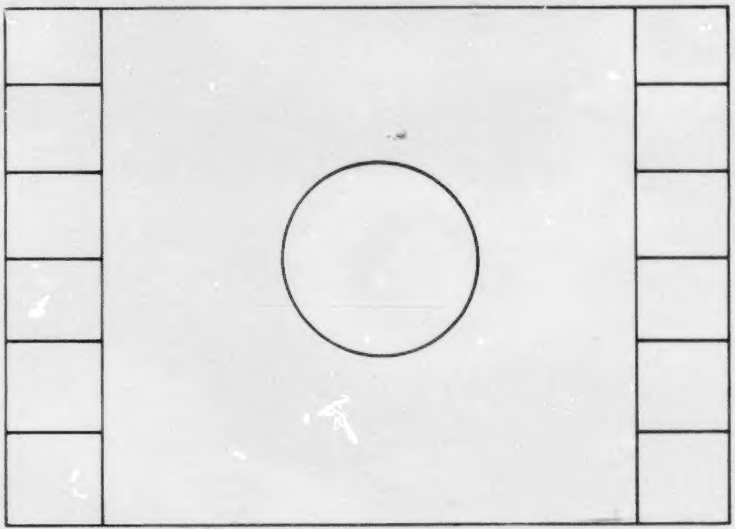










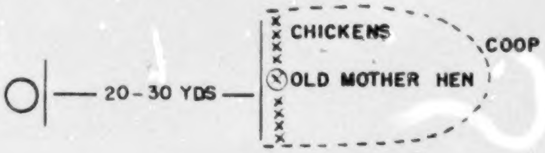


2. Teach children running and tag games which may be played in the low organizational game areas. Examples: (1)

a. Automobiles
Pre-Primary and Primary level
8-30 players
No equipment
Formation: Single circle, all facing right

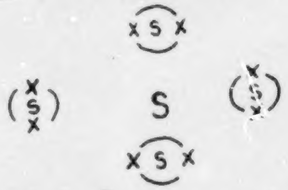
Directions: On signal "Go" from the teacher, children run to the right around the circle pretending they are automobiles. They may pass another automobile, but they may not reverse direction of running. When the teacher blows the whistle, all automobiles must come to a full stop, stop any noise, and look at the teacher. Those failing to do so, or those who bump into another automobile when stopping, are out of the game for one turn (and into the garage for repairs.) This is an interesting way for children to learn to respond quickly to the whistle or verbal signal from the teacher.

b. Midnight
Pre-Primary and Primary level
8-20 players
No equipment



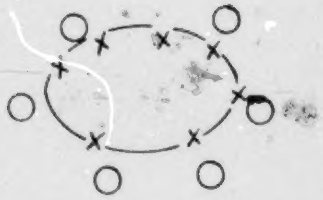
Directions: The chickens, at one end of the play space called the chicken coop, follow the Old Mother Hen up to Mr. Fox, who stands in his den 20 to 30 yards away. Old Mother Hen asks Mr. Fox, "What time is it, Mr. Fox?" Mr. Fox looks at his watch and answers with any time he chooses. When he answers, "Midnight!" the Old Mother Hen and the chickens run back to the chicken coop with Mr. Fox after them. Those tagged by Mr. Fox become his helpers. It should be stressed that those chickens not caught are the best runners and therefore winners, to discourage children who let themselves be tagged.

c. Squirrel in Trees
Pre-Primary and Primary level
10 - 20 players
No equipment



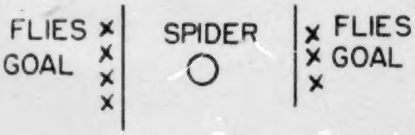
Directions: Children in twos, hands joined, form "trees." In each tree stands a third child, a squirrel. One child stands in the center without a tree. The center child calls "Change!" and all squirrels change trees, the center child also going for a tree. (There may be only one squirrel to each tree.) The squirrel left without a tree goes to the center and starts the game again. Be sure to have the children change around so that all have the opportunity to be squirrels.

d. Mouse Trap
Pre-Primary and Primary level
8-20 players
No equipment



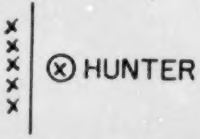
Directions: Half of the children join hands and make a circle called the mouse trap. The rest of the children, called mice, make a circle around the mouse trap without holding hands. On the signal "Go," the two circles move in opposite directions, the trap to the left and the mice to the right. On "Stop," both circles stop moving, and the trap raises it arms. The mice walk in and out of the trap. On "Snap," the trap lowers its arms and the trap is shut. All mice caught inside the trap become part of the mouse trap. Play until all mice are caught. The game is played again with all mice being the trap and the trap players becoming mice.

e. Spider and Flies
Pre-Primary and Primary level
8-20 players
No equipment



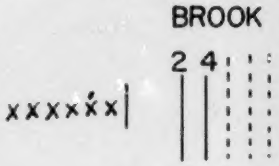
Directions: On a signal from the teacher the flies walk in and around the spider to the right. The spider is squatting down in his web. When he jumps up, all flies stop walking around and run to the nearest goal. Those tagged by the spider become his helpers and go into the web. Game continues for given period of time when all flies not caught win.

f. The Hunter
Pre-Primary and Primary level
8-20 players
No equipment



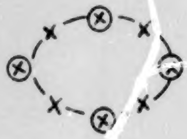
Directions: Children stand side by side in a designated area at one end of the play space. One child, the hunter, stands in front and asks, "Who would like to go hunting with me?" He then walks down the line. Those desiring to go, fall in line behind him and follow him, doing as he does. (The hunter may pretend to walk through mud, up hill, around trees, and so on.) When he turns and calls "Bang! Bang!" all children following him run to the designated area with the hunter after them. The hunter has one turn to see how many he can tag. Another hunter is then chosen and the game continues with all children returning to the game. At the end of the playing time, the hunter catching the most children wins.

g. Crossing the Brook
Pre-Primary and Primary level
8-20 players
No equipment



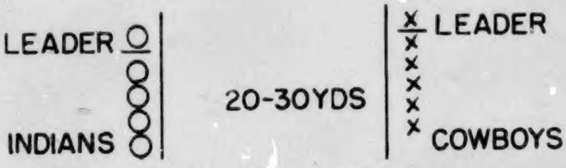
Directions: Children take turns jumping the brook, two to four feet wide. The brook is gradually widened. Those failing to jump the brook get their feet wet and continue jumping at the width they missed until successful. Children should precede jump with a short run, then a one foot take-off. They should land on the balls of both feet with knees bent. If the group is large or children are of varying ability, several brooks may be kept going at the same time.

h. Poison Spots (Magic Carpet)
Pre-Primary and Primary level
8-20 players
No equipment



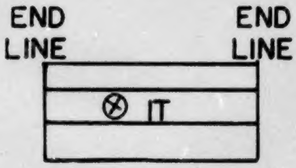
Directions: At least four large circles (three feet in diameter), poison spots, are drawn on the floor or ground around play space. On "Go" children walk, run, skip, or hop (as designated by the teacher) to the right around the play space, being sure to go in and out of every poison spot. No child may jump over or skirt around a spot. When the whistle is blown or "Stop" is called, all children stop immediately. Those standing with one or both feet in a spot are out. Play until only one child is left. Those failing to stop promptly at the signal may be put out.

i. Cowboys and Indians
Pre-Primary and Primary level
8-20 players
No equipment



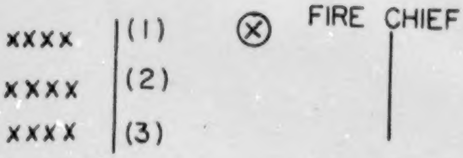
Directions: Children are divided into two groups, cowboys and Indians, and stand at opposite ends of the play space. Each group chooses a leader. The cowboys turn their backs while their leader watches the Indians sneak up on them. When he thinks they are near enough he calls, "The Indians are coming!" The cowboys turn around and chase the Indians back to the Indian goal. Any Indians caught count points for the cowboys. Then the Indians turn their backs while their leader watches, and the cowboys sneak up on them. When the Indian leader calls, "The cowboys are coming!" the Indians turn and chase the cowboys back to the cowboy goal. Any cowboys caught count points for the Indians. Group having the most points at the end of the playing time wins. Both leaders play as well as watch for their group. If leaders are tagged, new ones are chosen.

j. Hill Dill
Pre-Primary and Primary and Intermediate level
8-20 players
No equipment



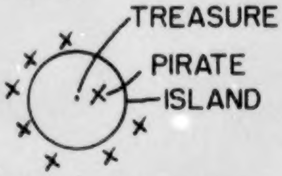
Directions: One child chosen to be It stands in the middle of the play space. The rest of the children stand side by side on one end line facing him. It calls, "Hill Dill, come over the hill, or else I'll catch you standing still!" Thereupon, all children run across the play space, past It, to the opposite end line. It chases them, and those tagged join him in the middle and help him tag the rest. Those untagged after a given playing period win.

k. Firemen
Primary and Intermediate level
15-25 players
No equipment



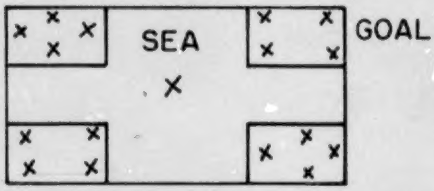
Directions: One child is Fire Chief. The other children form groups of six or less, each group having a number. These groups stand on a goal line, facing a goal line 40 feet away. The Fire Chief stands at the side and half way between the goal lines. The Fire Chief gives the alrm, crying, "Fire! Fire! Station Number Two!" The group called runs to the opposite goal line and back. First runner back is the new Chief, and the game continues. If the Chief should call, "Fire! Fire! General Alarm!" all groups run to the opposite goal line and back.

l. Treasure Island
Primary and Intermediate level
8-20 players
1 playground ball



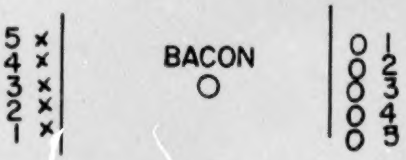
Directions: One child, the pirate, stands near the treasure (playground ball) while the rest of the children stand outside the circle, Treasure Island. Players run onto the island at will trying to take the treasure and get off the island without being tagged by the pirate guarding the treasure. Those tagged by the pirate either before or after taking the treasure are out of the game. The player succeeding in getting the treasure off the island without being tagged becomes the new pirate. The game starts again with those tagged rejoining the game.

m. The Sea
Primary and Intermediate level
15-30 players
No equipment



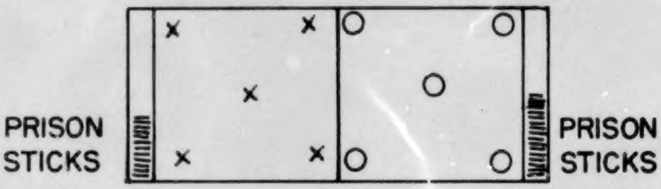
Directions: Class divided into four groups, each named for a different fish and having a corner goal. One child, the sea, stands in the middle and names one or more groups of fish saying, "Follow me!" Groups named follow the sea in single file wherever he goes within the area bounded by the four goals. When the sea turns and calls, "The sea is troubled!" he chases the fish back to their goals. Those tagged become part of the sea, line up behind him, and help chase the next group called out. At the end of the playing time, the group of fish with the most players left wins.

n. Steal the Bacon
Intermediate and Upper level
8-20 players
One playground ball or beanbag (bacon)



Directions: Class divided into two groups. Each group, numbered off, stands behind its goal line. "Bacon" is placed on the ground midway between the two groups. The teacher calls one number. Player with that number from each group runs in and attempts to steal the bacon and return to his goal line without being tagged by the other player called in. A point to a group each time the bacon is brought back safely. Once a player takes the bacon, he may be tagged, and he may not drop the bacon to avoid being tagged. If opposing players reach the bacon at the same time, it is better strategy for them to walk around it waiting for the right moment to grab it and run for their goal line. The group reaching ten points first or having the most points at the end of the playing time, wins.

o. Stealing Sticks
Intermediate and Upper level
8-12 players
8 sticks (beanbags or ball)



Directions: Two teams, each spread out in a definite space. Each team has a prison area and another area for its four sticks. Both teams try to cross over the center line, run through their opponent"s territory, and secure a stick without being tagged. Only one stick may be taken at a time. Once a player crosses over the center line into the opponent's territory, he may be tagged. A player successfully stealing a stick, holds it high, and may return to his team without danger of being tagged. A player tagged goes into his opponent's prison. Once there are prisoners, no stick may be stolen until all prisoners are freed. If a player reaches one of his teammates held prisoner without being tagged, the two return without danger of being tagged. The team having the most sticks at the end of the playing time wins.

3. Teach the pupils low organizational games using line, circle, and diamond areas. Examples: (1)

a. Hound and Hare
Pre-Primary and Primary level
Small Circle Area
Two beanbags

Directions:
1. Players are evenly spaced around outside of circle.
2. Beanbags are given to players on opposite sides of circles.
3. One beanbag is Hound; other is Hare.
4. On signal, beanbags are placed on ground in front of player to right.
5. Players continue to pick up beanbag when it is placed in front of them and place it to right as rapidly as possible.
6. Player caught with two beanbags goes to center until next player is caught; then they exchange places.
7. Beanbags start on opposite sides of circle each new game.

b. Sea Hunt
Pre-Primary and Primary level
Circle Area
No equipment

Directions: 1. Children join hands around outside of circle.
2. IT is chosen to be in circle.
3. Players mover quietly around circle, walking, skipping, or traveling some way designated by IT.
4. IT moves in opposite direction just inside circle.
5. All repeat the following rhyme:

> Timothy(Linda) under the water
> Timothy(Linda) under the sea
> Timothy(Linda) catches a fish,
> But he (she) can't catch me!

6. On me, all stop and IT tags nearest player.
7. The two exchange places; tagged player becomes IT.

c. Animal Race
Pre-Primary and Primary level
Two lines about 10 feet apart
No equipment

Directions: 1. Players are evenly spaced across one line.
2. On a signal, they all hop like a kangaroo to other line.
3. First to cross line is winner and decides what animal will be next; then gives signal to start.
4. Each winner selects next animal.
5. If winners are difficult to determine, teacher selects.

d. Hot Tamale
Primary level
Circle Area
Rubber ball or beanbag

Directions: 1. Players are evenly spaced around outside of circle.
2. Tamale is passed around circle from child to child as all repeat:

> Hot tamale, hot tamale,
> 1-2-3,
> Faster, faster, faster,
> Or it will burn me!

3. Child holding tamale on me goes to center of circle while rhyme is repeated and tamale is passed around circle again.
4. Child holding tamale on next me exchanges places with child in circle.

e. Shadow Tag
Primary level
Small circle or rectangle Area
No equipment

Directions: 1. IT is chosen.

2. Players are evenly distributed around outside of game area.
3. Players are given numbers, names, or other designations.
4. IT goes to center of circle or game area and calls out number or name of one player.
5. Player called runs in and tries to step on IT's shadow.
6. When player steps on IT's shadow, play stops; IT changes place with player and joins other players; game resumes.
7. IT and called player may not leave confines of circle or game area when chasing or being chased.

f. In the Lake, On the Bank
Primary level
Small circle or rectangle area
No equipment

Directions:
1. This game is similar to the traditional "Simon Says."
2. One child is selected as CALLER.
3. Players arrange themselves around outside of game area and CALLER takes position in center.
4. CALLER calls, "In the lake," and each child jumps into game area.
5. CALLER calls, "On the bank," and each child jumps back outside.
6. CALLER may call "In the lake," and repeat "In the lake," after children jump in. If any child jumps when a call is repeated, he steps out of the game.
7. CALLER may repeat either "In the lake" or "On the bank" in attempting to catch players jumping when they should not. Several players may be caught on one call.
8. After a few minutes, a new CALLER is selected.

g. Bear Mountain
Primary level
Small circle or rectangle area
One beanbag

Directions:
1. Children sit, evenly spaced, around outside of game area.
2. Each child is given a number, or his name may be used.
3. IT (Bear) is chosen and sits in center.
4. IT places beanbag (jar of honey) about a foot from him.
5. IT calls a number or name and child called gets up and tries to take beanbag without being tagged by IT.
6. IT tries to tag player but must remain seated.
7. If called player steals honey without being tagged, he becomes Bear (IT); if he is tagged, he goes back to his place; if he cannot steal honey, Bear calls another player.

h. Hot Potato
Primary level
Circle area
One ball

Directions:
1. Children sit or stoop around a circle. A ball is rolled into the circle.
2. When the ball comes near a child, he bats it with his hand, trying to roll it between two of the players, or he may stop the ball and then roll it.
3. Later, if more of a game element is desired, an IT may be added. He takes his place inside the circle and tries to roll the ball out between two of the players.
4. If he succeeds, he changes places with the circle player on whose right side the ball goes out.

i. Catch Basket
Primary level
Circle area
Large basket or carton, ball

Directions:
1. A large basket, wastepaper basket, or carton is placed in the center of a primary circle.
2. Children stand around the circle, facing center.
3. The group leader stands inside the circle to return the ball to the circle players.
4. The ball is given to one of the circle players who tosses it at the basket in the center. Whether the ball falls into the basket or not, the group leader passes it to the next player, and so on, around the circle until each player has had several turns.

j. White Duck, Yellow Duck
Primary level
Circle area
No equipment

Directions:
1. The children form a circle, facing center.
2. One player, IT, goes around outside of circle tapping each child on the shoulder and saying, "White Duck, White Duck, White Duck," until he taps one child and says, "Yellow Duck." IT may say, "White Duck" any number of times before he says "Yellow Duck."
3. The player called "Yellow Duck" chases IT around the circle. If IT can reach the place in the circle which the "Yellow Duck" occupied without being tagged, he is safe.
4. If he is caught, he goes to the center of the circle and pantomimes a duck during the next turn. The "Yellow Duck" becomes IT.

k. Spud
Primary level
Circle area
One ball

Directions:
1. Each player stands with one foot on the line of the circle.
2. A player with the ball stands in center of circle and tosses it straight up into air, calling a player's name. The called player runs to catch the ball, as all other players run away from circle (including player who tossed the ball.)
3. As soon as player who name was called catches the ball, he calls, "Spud."
4. Everyone must stop where he is at time of call and not move from spot.
5. Player who caught ball tries to hit someone below the waist with ball, but must throw it from where he caught the ball.
6. If he hits a player, he is the one to throw ball into the air and call next name.
7. If he misses on his throw at someone, he must retrieve ball and give it to player he attempted to hit. This player is the one to throw ball into air and call next name to re-start game.

l. What Can You Do?
Primary level
Circle area
No equipment

Directions:
1. Children form a circle with one child in center,who moves his pointing finger around the circle, saying "One, two, what can you do?"
2. As he says, ".....do?", the child to whom he is pointing should answer, "I can hop," (or name any locomotor activity.)
3. IT then says, "Hop, hop, until I say stop."
4. All the children then hop, moving around the circle, until IT calls, "Stop."
5. The child who named the activity then becomes IT, and the game proceeds as before.

m. Freeway
Primary level
Circle area
No equipment

Directions:
1. Children space themselves around outside of circle. They start running or, if they wish, skipping or galloping in the same direction.
2. Each player must maintain a moderate speed and keep a safe distance from the player ahead. If a player is unable to maintain the speed on the freeway, he must leave by taking a turn off.

3. Players must not pass, but must remain in file formation.
4. Players may enter the freeway when there is a break in traffic.

n. Run Around Relay
Primary level
Circle area
No equipment

Directions:
1. Teams of equal numbers form around primary circles facing in, and players are numbered counter clockwise, each squad leader having the last number.
2. On signal, the first player of each circle starts running to his right, back of the players and around the circle returning to his own place.
3. He then tags the player to his right, who runs around the circle in the same manner. This is done by each player in turn.
4. When the leader tags the first player, the members of the team raise their hands to signal that their team is finished.

o. S.O.S. Relay
Primary level
Circle area
No equipment

Directions:
1. Teams of equal numbers form around primary circles facing in, and players are numbered counter clockwise.
2. Areas, which are equal distances from each of the primary circles in use, are designated as the rescue areas for each of the teams.
3. At a signal, a player in each circle acting as a leader, takes number 1 player by the hand and runs with him to the designated rescue area; the leader stays there.
4. Number 1 player runs back to his circle and brings number 2 player to the designated rescue area; number 1 stays there.
5. Number 2 player runs back to his circle and brings number 3 player with him; number 2 stays there.
6. This continues until all players have been rescued. The team first having all players rescued and lined up at the designated area, is the winner.

p. Follow the Leader
Primary level
Diamond area
No equipment

Directions:
1. Players line up behind leader at home base.
2. Leader chooses movement (walk, run, skip, gallop, hop).
3. Leader goes around bases, others follow using same movement.

4. At completion of circuit, all players stop and number 2 player becomes new leader. Number 1 player goes to end of line.
5. New leader chooses different movement and circuit of bases is repeated.
6. Action is continued until all players have been leader.

q. One Base
Primary level
Diamond area
No equipment

Directions:
1. Members of Group A take positions outside diamond between first and second bases, and second and third bases. Group B sits on bench to await turn to kick.
2. To start game, first player on Group B stands at home base, kicks ball into infield or outfield, and starts to run to first base and back home.
   a. Kicker must stay inside kicking circle when kicking ball.
   b. Kicker is out when:
      1) A fielder catches a ball on the fly.
      2) A fielder touches second or third base with his foot and bounces ball on base and catches it before runner returns home. Runner is not put out if fielder touches first base.
   c. Kicker is allowed three unsuccessful kicks, misses, or foul balls before being called out. Balls landing in foul territory are considered foul.
3. Runner scores a run for his team by running to first base and back home before being put out by a fielder on opposing team.
   a. Fielders must stand in outfield until ball has been kicked.
   b. Fielders should not interfere with kicker running to and from first base.
4. Play continues until each player in Group B has been up and kicked ball; then Group A become kickers and Group B become fielders.
5. Game continues until every player of Group A has been up and kicked ball, regardless of number of outs made by the group.

r. Line Up Kick Ball
Primary level
Diamond area
Kick ball

Directions:
1. Kicking team lines up behind home base. Ball is placed on home base. First kicker kicks ball. If first kick lands in foul territory, he may have a second try. A fair ball is one that is kicked into infield or outfield.
2. Fielders are scattered in outfield. Any member of fielding team may field ball. Player fielding ball stands and holds it at spot where he recovered it while remaining fielders

run to line up in single file behind him.
3. Kicker kicking a fair ball and running to first base and back to end of kickers' line before being put out makes a point for his team.
4. Points for the fielding team are made as follows:
   a. Fly ball caught.
   b. Fielding team lining up behind teammate with ball before kicker runs to first base and back to end of kickers' line.
   c. Kicker kicking two foul balls.
5. Each player of kicking team has turn to kick before sides change.

s. Base Tag
Primary level
Tag Game Court area
No equipment

Directions:
1. Players scatter about within the play area, either inside or outside the end bases.
2. IT tries to tag one of the players.
3. A player is safe when inside a base.
4. When a player is tagged, or when he runs outside the play area when being chased, he becomes IT and the game continues.

t. Tom Chase
Primary level
Tag Game Court area
No equipment

Directions:
1. Players stand behind the end line facing the court. IT stands by the side line near the middle of the court.
2. The following dialogue takes place:
   IT, "Show your face."
   Players, "Who to?"
   IT, "Tom Chase."
   Players, "Chase who?"
   IT, "Chase ______________." (IT names a player.)
3. The player named by IT must run to the other end line while IT tries to tag him.
4. When IT is asked, "Chase who?", he may, instead of naming a child, say, "Chase you." At this, all players run to other end of court.
5. If a player is caught, he joins IT in trying to catch others.
6. The dialogue is repeated and the game continues. The last one caught is IT for the next game.

u. Uncle Sam
Primary level
Tag Game Court area
No equipment:

Directions: 1. One player, Uncle Sam, stands alone in center of court.
2. Other players stand behind line at one end. They chant, "Uncle Sam, Uncle Sam, may we cross your river dam?"
3. Uncle Sam replies, "Yes, you may, if you have on blue " (or he may name any other color.)
4. Children wearing that color run to other end of court, and Uncle Sam catches as many as he can.
5. Those caught stand in center and help catch others as play continues with a new color being named.
6. When all players have been caught, last one caught becomes Uncle Sam for a new game.

v. Straight Line
Primary level
Tag Game Court area
No equipment

Directions: 1. Players stand about 4 feet apart, behind one end line of the court, facing the other end line.
2. At a signal from the leader, all players run to opposite end line and return.
3. The object is to try to be the first one back over the starting line.

w. Pom Pom Pullaway
Primary level
Tag Game Court area
No equipment

Directions: 1. Players stand at one end of playing field except IT, who stands in the center.
2. IT calls any player by name, as "John Jones, Pom, Pom Pullaway. If you can't come, I'll pull you away."
3. The player named must then run across the open space to the safety line at the opposite end, IT trying to tag him before he reaches that line.
4. If the player gets there, he remains safely until all of his comrades have joined him or have been caught. Anyone caught by IT joins him and helps to catch other players as their names are called and they dash across the open space.
5. The original IT remains the caller throughout a game.
6. When the game is familiar to the players, IT should call, "Pom Pom Pullaway, if you don't come, I'll pull you away," without naming any child. Then all players who have not been caught must run across at once.
7. The last player tagged becomes IT for a new game.

x. Grab Bag Race
Primary level
Tag Game Court area
Beanbags

Directions:
1. Players are divided into three or more groups. Three beanbags are placed in the end squares of the court opposite each group of runners.
2. The first player in each group steps up to starting line. Leader says, "One for the money, two for the show, three to get ready, and four to go."
3. At word "go", first three players race to squares; each takes a beanbag and returns to starting line; then returns for each of other two beanbags in turn.
4. The player first having all three beanbags stacked in a pile on the starting line wins the race.
5. Each child in each group is given a turn to race.

y. High-Over
Primary level
Skill Game Court area
Rubber ball

Directions:
1. Teams stand facing each other on either side of a line across center of court.
2. To start game, ball is given to any player who throws it to other team by tossing it high into air. As he throws it he calls, "High-over."
3. Members of opposite team try to catch ball before it touches ground. If they are successful, a point is scored for their team.
4. The player who first gets both hands on ball, returns it to other team by tossing it high into air and calling, "High-over."
5. Players must be careful not to cross dividing line, as no point may be scored if this happens.
6. Team first scoring five points wins.

z. Bat and Run
Primary level
Skill Game Court area
Rubber ball

Directions:
1. Players are divided into two teams. Members of one team, the batters, stand behind base line of court. Members of other team, the fielders, stand around court area, but not in half of court between base line and center line.
2. First member of batting team stands behind base line and bats rubber ball with hand. To be a fair ball, it must first land within court. Batter then runs around center base and returns to base line.

3. If ball hits a center player below the waist, that player joins the IT who threw ball and helps try to hit other players.
4. Ball travels back and forth between the two end lines as it is thrown in attempts to hit players.
5. Play continues until only two players remain in center; then these two players become the ITs to start the game again.

1) Overhead
Primary level
Skill Game Court area
Rubber ball or Sock ball

Directions:
1. IT stands near center of court with his back to members of group who are standing in back of end line.
2. IT tosses ball back over head high enough into air so that players can run forward and catch it before it touches ground. IT uses vertical toss throw, releasing ball at waist height.
3. If a player succeeds in catching ball before it bounces, he becomes IT.
4. When IT has tossed ball three times and it has not been caught, he chooses a player to take his place.

2) Around the Line
Primary level
Skill Game Court area
No equipment

Directions:
1. Players line up in two even, parallel lines facing a leader.
2. Leader numbers players in each line 1, 2, 3, etc.
3. Leader then calls any number.
4. Each child with that number turns right and runs around back of his line, up other side of line, around front, and to own place.
5. A point is given to the team whose runner first reachers own place.
6. Leader continues to call other numbers.

3) One Legged Relay
Primary level
Skill Game Court area
Beanbags

Directions:
1. Teams are lined up behind the base line. A beanbag or other marker is placed on other end line opposite each team.
2. Upon the signal to start, first players hop on one foot to marker, run around it, and run back to

starting line.

3. First runner tags second runner by right hand, and goes to end of line.
4. Each player in line performs same hopping and running actions.
5. When last player has finished and tagged hand of leader, members of team raise hands to indicate that they have finished.

4) Flying Saucer Relay
Primary level
Skill Game Court area
Beanbags

Directions:
1. Teams line up behind base line.
2. First player on each team places beanbag on top of head.
3. On signal, first players run to opposite end line and back to starting line. (If object falls from head of runner, he must stop, retrieve it, and place it on head before continuing.)
4. First player gives beanbag to next player, who puts it on his head.
5. Each player in turn runs to opposite end line and back with beanbag on head.
6. When last player has finished, the members of the team, lined up in their original order, squat to show that they have finished.

5) Beanbag Hop
Primary level
Marginal Game area
Beanbags

Directions:
1. Players take turns as in Hopscotch, using ladder court game area.
2. First player stands facing ladder court diagram and tosses beanbag into first space; then he hops into first space, picks up beanbag, and hops out of diagram backward or by turning and hopping out.
3. He then tosses beanbag into second space, hops into first space, and hops out of diagram.
4. He continues through as many spaces as possible without missing.
5. If he completes the diagram from one end, he starts from the other end, using the other foot.
6. If he misses, he picks up beanbag and gives it to a waiting player.
7. Causes for misses: tossing beanbag in wrong space or so that it touches a line; touching line with foot; putting raised foot down.

6) **Hop Along and Jump Around**
Primary level
Marginal Game area
No equipment

Directions:

1. Players take turns as in Hopscotch, using ladder court game area. Space 1. First player stands at end of ladder court diagram, facing it. He jumps into first space, landing on both feet. He jumps again in first space, but this time he turns and lands on both feet facing starting position. He hops or jumps out of diagram.
2. Space 2. Same player hops into first space, then jumps into second space, landing on both feet. He jumps again in second space, making a half turn to land facing starting position. He hops through first space and out of diagram.
3. Space 3 to end. The player continues in same way through all spaces of diagram. If he misses, another player gets a turn.

7) Ishigetigoko
Primary level
Marginal Game area
Beanbag

Directions:

1. Players take turns as in Hopscotch, using ladder court game area.
2. First player places beanbag on ground outside diagram.
3. He steps on one foot and with other foot kicks beanbag into first space.
4. If beanbag lands on line or outside first space, player picks it up, takes it to next player, and goes to end of line.
5. If beanbag lands in first space, player then advances and tries to kick it into second space. If he is successful, he continues kicking it into all spaces in turn.
6. When he reaches end of diagram, he returns in same way to starting position.
7. Each time a player misses, he goes to end of waiting line. Each time he has a new turn, he must start from the beginning.

4. Teach the children how to use the hopscotch area. Examples: (1)

a. Airplane Hopscotch
Primary level
Hopscotch area
Lagger

Directions:

1. The first player hops into all squares consecutively, with either one or two feet, turns around on one foot and returns the same way.
2. If the player returns to starting place without committing a foul, he throws his lagger into space 1.

3. The player continues, jumping over space containing his lagger and picking it up on his return trip.
4. The player continues jumping and lagging farther from starting place until he commits a foul. Fouls consist of failure to toss lagger into correct space, throwing lagger so it touches a line, hopping on a line, putting raised foot down, and changing from starting foot after a two-foot stop.
5. The player leaves his lagger in game while another player takes turn.
6. A player always hops over a space containing lagger of another player; there can be more than one lagger in a space.
7. Each player in turn hops until he commits a foul.
8. Players continue taking turns as long as time permits or until one player wins and a new game is started.

b. Square Hopscotch
Primary level
Hopscotch area
No equipment

Directions:

1. The first player jumps into middle square of row 1, landing on both feet; then jumps, spreading feet and landing in two outside squares; then jumps to both feet in middle square again; then jumps backward to starting position.
2. The player next jumps over row 1 and repeats same routine with row 2; then jumps backward and repeats same with row 1 again; then jumps backward to starting position.
3. Same action is repeated, starting with row 3.
4. The player moves to side on right of diagram and repeats all action.
5. The player continues to right around four sides of diagram, until a foul is committed. Fouls consist of stepping on a line and jumping into a wrong square.
6. Players take turns after fouls are committed; first player to finish all four sides wins.

5. Have children become familiar with the vocabulary of terms used in the games of more complex skills. Discuss the terms as the games are being taught and played. Examples: (2)

a. Accuracy
b. Position
c. Relay
d. Target
e. Zone
f. Dribbling
g. Pass
h. Serve
i. Rebound

6. Teach children games which involve the use of more complex skills. (2)
   Examples:

   a. Tetherball
   b. Shuffleboard
   c. Table tennis
   d. Fist ball
   e. Dodgeball
   f. Kickball
   g. Hit-pin kickball
   h. Table games
      1) Box football
      2) Box hockey
      3) Carroms
   i. Four square
   j. Soccer
      1) Skills and Activities
         a) Kicking
         b) Trapping
         c) Blocking
         d) Dribbling
         e) Kick for accuracy
         f) Block ball
         g) Soccer punt for accuracy
         h) Zigzag kick
         i) Soccer goal kick
         j) Number soccer
         k) Soccer kick relay
         l) Circle soccer pass
         m) Soccer pass relay
         n) Partner's relay
      2) Major games
         a) Zone soccer
         b) Section soccer
         c) Soccer

   k. Basketball
      1) Skills and Activities
         a) Catching
         b) Passing
         c) Shooting
         d) Dribbling
         e) Free throw
         f) Two shot
         g) Circle pass relay
         h) Headman
         i) Twenty-one
         j) Pass and dribble relay
         k) Spot goal ball
         l) Horse
         m) Goal ball relay
         n) Diagonal pass
      2) Major games
         a) Zone basketball
         b) Section basketball
         c) Basketball

l. Progressive Dodgeball
m. Batball
n. Softball
  1) Skills and Activities
    a) Throwing, pitching, catching, batting
    b) Overhand throw at target
    c) Underhand pitch at target
    d) Zigzag catch
    e) Diamond relay
    f) Batting and running practice
    g) Tee-ball
    h) Hit the bat
    i) Work up
  2) Major games
    a) Long ball
    b) Softball
p. Volleyball
  1) Skills and Activities
    a) Underhand serve
    b) Volleyball return
    c) Volleyball serve
    d) Bounce up
    e) Volleyball serve relay
    f) Newcomb
    g) Volley relay
    h) Circle bounce ball
    i) Volleyball return
    j) Volleyball set-up
  2) Major games
    a) Prisoner's ball
    b) One Bounce
    c) Net ball
    d) Volleyball
q. Handball
  1) Skills and Activities
    a) Serving
    b) Returning
    c) Rebound relay
    d) Wall stride ball
    e) Name ball
    f) Handball serve
    g) Handball serve for accuracy
    h) Handball volley
    i) Chinese group ball
    j) In and out handball
  2) Major games
    a) Diamond hand ball
    b) Chinese handball
    c) Rotation handball
    d) Handball
4. Football
  1) Skills and Activities
    a) Passing
    b) Catching

    c) Kicking
    d) Cowboys and Indians
    e) Five hundred with a football
    f) Forward pass and run relay
    g) Center and forward pass relay
    h) Run, turn, and pass relay
    i) Base football
  2) Major games
    a) Field ball
    b) Pass ball
    c) Pass touch football

7. Provide opportunities for pupils to participate in track activities. Teach them skills needed in track activities, such as starting and running. Have the pupils participate in skill activities. Allow them to: (3)

   a. Warm-up.
   b. Practice starting.
   c. Practice running.
   d. Have a call race.
   e. Have a dash.
   f. Throw a softball for accuracy.
   g. Throw a softball for distance.
   h. Jump and reach.
   i. Have a 'round the post relay.
   j. Have a shuttle relay.
   k. Have an over the head relay.
   l. Have an over and under relay.
   m. Run short, middle, and long distances.
   n. Do a standing or running long jump.
   o. Broad jump.
   p. March

REVIEW

What Have You Learned?

1. Select your teams and go to the diamond area.
   a. The team captains may select two games to be played in this area.
   b. As a group let's talk about how well we played and if we played according to the rules.

2. Go to the tag game court area.
   a. The team captains may select two games to be played in this area.
   b. Let's evaluate how we played.

3. Go to the circle area.
   a. The team captains may select two games to be played in this area.
   b. Let's evaluate how we played.

4. Go to the skill game court area.
   a. The team captains may select two games to be played in this area.
   b. Let's evaluate how we played.

5. The teacher will observe you today as we play various games. (Each day play a different game.)
   a. Four square
   b. Tetherball
   c. Kickball
   d. Soccer
   e. Basketball
   f. Dodgeball
   g. Softball
   h. Volleyball
   i. Handball
   j. Football

6. Go to the track area and be prepared to do the following:
   a. Standing broad jump
   b. Running broad jump
   c. Racing around the track

SECTION VI:

DEVELOPING PHYSICAL FITNESS

STRENGTH AND POWER
AGILITY, COORDINATION, SPEED, AND BALANCE
ENDURANCE
CONDITIONING EXERCISES

STRENGTH AND POWER

Learning Objective

Develop strength and power.

Suggested Learning Activities

1. Talk to the pupils about the importance of proper exercise.

2. Prepare children for exercises. Emphasize:

   a. Start activities from the ready position, stand straight, feet together, arms hanging at the sides.
   b. On the command "Stop" performers return to the ready position in anticipation of the next activity or direction.

3. Help pupils develop physical strength and power through various exercises. Examples:

   a. Arm-shoulder development

      1) Arm Flip-Flops
         Ready: Take stride position, arms hanging at sides.
         Count 1: Raise arms forcefully overhead, shoulders back.
         Count 2: Flop forward at waist, touching hands to feet.
         Repeat flipping up and flopping down several times.

      2) Open and Close the Gate
         Ready: Take stride position, elbows up, fingertips touching in front of chest.
         Count 1: Swing arms wide to sides, shoulder high.
         Count 2: Bend elbows, bringing arms back to ready position.
         Repeat opening and closing gate several times.

      3) Birds Fly
         Ready: Take stride position, arms hanging at sides.
         Count 1: Raise extended arms quickly sideward.
         Count 2: Lower arms vigorously, without slapping sides.
         Repeat wings up and down several times.

   b. Leg development

      1) Kangaroo Jump
         Ready: Stand straight, arms bent in front of body.
         Count 1: Bend knees and waist slightly and jump forward, pushing off and landing with both feet, arms still bent.
         Count 2: Straighten body with head high, and look all around.
         Repeat jumping and looking several times.

2) Bouncing Ball
Ready: Stand straight, arms hanging at sides.
Count 1: Bend knees and jump up, landing face to right.
Count 2: Keep feet on floor and do bouncing motion with knees.
Repeat big and little bounces, alternately facing to right, then left.

3) Mr. Jack-in-the Box
Ready: Stand straight, arms hanging at sides.
Count 1: Squat, feet slightly apart, arms crossed on chest.
Count 2: Spring up to stride position, extending arms vigorously.
Repeat squatting and springing up several times.

c. Trunk development

1) Bear Hug
Ready: Take stride position, arms hanging at sides.
Count 1: Step forward with one foot, keeping other foot in place.
Count 2: Bend at waist and hug extended leg with both arms.
Count 3: Straighten up.
Repeat several times, stepping forward on alternate feet.

2) Trees in the Wind
Ready: Take stride position, arms overhead, hands relaxed.
Count 1: Sway body and arms to right and straighten up.
Count 2: Sway body and arms to left and straighten up.
Repeat several times, alternating swaying to right and left.

3) Bus Stops
Ready: Stand straight, hands on hips.
Count 1: Bend forward at waist, touching knees with fingers.
Count 2: Bend farther, touching ankles with fingers.
Count 3: Bend farther, touching floor with fingers.
Count 4: Return to ready position, with hands on hips.

4. Have pupils do the following exercises to strengthen trunk muscles.

a. Lie flat on a mat.
Raise the knees; a child holds the feet down.
Flex the trunk toward the thighs.
Round the back while rising slowly.
Hold for 2 counts.
Slowly return to the starting position.

b. Lie flat on mat.
Raise legs with knees bent.
Roll the hips from side to side.
Straighten legs and extend arms to the side.
Roll in this position.

c. Lie on stomach; child holds feet.
Raise body from waist.
Extend arms.

5. Help pupils develop physical strength and power through the use of equipment. Allow them to use:

   a. Horizontal ladder
   b. Rings
   c. Jump ropes
   d. Hula hoops

REVIEW

What Have You Learned?

1. Do the following exercises: (It may be necessary for the teacher to demonstrate.)
   a. Open and close the gate
   b. Mr. Jack-in-the box
   c. Trees in the wind
2. Do the following on the apparatus:
   a. Pull-up
   b. Side rail
   c. Single rung
3. Do the following on the rings:
   a. Around the world
   b. Basket weave
4. Do the following jump rope exercises:
   a. Jump using the short rope.
   b. Hop on either foot using the short jump rope.

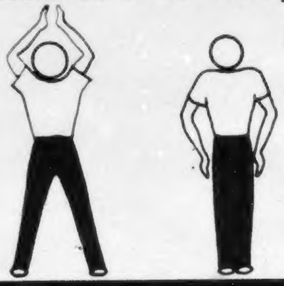
AGILITY, COORDINATION, SPEED, AND BALANCE

Learning Objectives

1. Develop speed.
2. Improve coordination, balance, and agility.

Suggested Learning Activities

1. Teach pupils various activities in order to develop and improve their speed. Allow them to: (1)
   a. Perform shuttle runs.
   b. Sprint 25, 50, 75, and 100 yards.
   c. Skip, hop, jump, leap, slide, and gallop in relay races.
   d. Participate in relay races.
      1) Rescue relay--Leader runs to the first player on his team, grasps this player's right hand with his left hand, and both run back to the goal line.
         Rescued player runs back and gets next player until all have been rescued.
      2) Back and Forth relay--First player on each team runs up and over line 2, turns and runs back and over line 1, turns and back over line 2, turns and over line 1, and then once more over line 2, and then runs back to his team.
         Both feet must cross over lines before running back to next line.
      3) Potato Race--Two inch blocks are placed at six foot intervals from the starting line. Three to six blocks per person are set out in chalk marked areas.
         On the command "Go" the contestant runs to the first potato, picks it up, and runs back, placing it in a can or box at the starting line.
         The runner follows the same procedure with the other potatoes until all have been placed in the receptacle.
         The first person to accomplish this is the winner.
   e. Race around the track daily, and keep a record of the time.
2. Ask the children to perform unique exercises in order to improve their agility, coordination, and balance. Examples: (2)
   a. Perform the jumping jack.
   b. Jump and half turn.
   c. Stand on one foot.



d. Stand on top of a balance board and walk.
e. Stand on top of a balance board, bend, and stretch.
f. Perform the tightrope walker.
  Ready: Stand straight, arms extended sideward, shoulder high.
  Count 1: Step forward (on painted line) touching heel of forward foot to toes of foot in back.
  Count 2: Step forward with other foot, placing it in like manner.
  Continue walking without stepping off line or losing balance.

g. Perform jet take-off.
  Ready: Take stride position, arms hanging at sides.
  Count 1: Squat down with fingers touching floor between knees.
  Count 2: Straighten knees, keeping fingers still on floor.
  Count 3: Straighten body, flinging arms forcefully overhead, either rising on toes or giving an upward jump.
  Repeat complete action several times.

h. Perform animal walk.
  Ready: Take all-fours position, both hands and both feet on floor.
  Count 1: Take a step forward with one arm and one leg.
  Count 2: Step forward with other arm and leg.
  Continue walking on all fours, like a dog, cat, cow, etc.

i. Perform stretch exercises.

  1) Stand, face forward, twist the trunk as far as possible.
  2) Sit, cross legs, place hands on left leg, twist the body as far as possible.
  3) Lie on back, extend arms in front, raise body and stretch over the head.

j. Perform individual stunts.

  1) Heel Knock
  From the ready position, spread the feet apart, spring into the air, and knock the heels together once or twice; land with the feet apart and knees bent.

  2) Jack-in-the Box
  From the ready position, move to a squat position with the arms folded across the chest. From the squat position, spring to a straddle position with weight on both feet, arms extended to the sides. Return to squat position.

  3) Bear Dance
  From the ready position, fold arms across chest, squat on one heel with the opposite foot extended forward. Move extended foot quickly to a position under the body as the other foot is simultaneously extended forward. Repeat a number of times.

4) Coffee Grinder

From the ready position, place one hand on the surface, weight supported on the hand and both feet. Move in a circle, using the feet as in walking. Hand acts as a pivot or hub.

5) Crab Walk

From the ready position, place the hands on the floor behind hips, legs bent at knees. Face up and back straight. Walk backward, using right arm and leg, and then left arm and leg. Walk forward, using same method.

6) Elephant Amble

Walk on hands and feet, keeping knees and arms straight.

7) Duck Waddle

Walk in deep squat position, keeping knees far apart, back straight, and head high. Bend arms and place hands on shoulders for wings.

8) Rabbit Jump

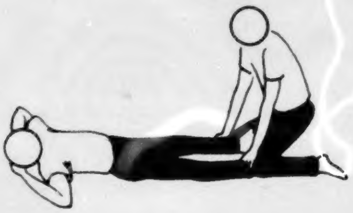
Squat down, place hands on floor way out in front of feet. Jump feet to hands. Move hands out. Jump feet to hands. Jump across floor in this manner.

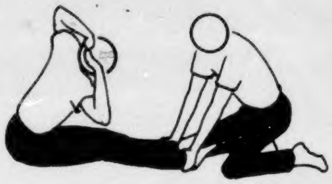
9) Rising Sun

Sit on floor and draw knees up close to chest. Clasp hands around knees. Rock back until feet are in the air. Then rock forward hard until weight is on feet. Do not unclasp hands.

10) Sit-ups

Hands over head, lie on back. Come to a sitting position, keeping legs straight, and reach over and touch toes. Lie down slowly.





11) Push-ups

Lie on floor face down with palms on floor shoulder width apart. Raise body from floor until arms are straight and body is in a straight line from head to toes. Lower body by bending elbows until only the chin touches the floor. Raise body again by straightening arms. Children should try to increase the number of push-ups they can do without stopping.

REVIEW

What Have You Learned?

1. Sprint around the track.

2. Hop around the softball diamond.

3. Perform the following exercises:

    a. Walk along the white line around the diamond.
    b. Do the jumping jack.
    c. Do five sit-ups.
    d. Do as many push-ups as you can.

ENDURANCE

Learning Objective

Increase endurance of the total body.

Suggested Learning Activities

1. Have the children perform exercises which will increase endurance of the total body. Examples:

   a. Run in place.
   b. Climb stairs.
   c. Hop and skip increasing the time.
   d. Rapidly repeat jumps on both feet. While in the air the knees should be drawn as high as possible.
   e. Lie on back. Throw arms toward the feet and lift the head. The knees should be brought to the chest in one continuous movement. Rapidly return to the starting position.
   f. From a standing position, squat placing hands on the floor. From this position both legs are extended to the rear at the same time. Return to the squat position and then to the stand position.
   g. Stand. Move feet to a side-straddle position and simultaneously swing the arms sideward to an overhead position.
   h. Jump rope to rhymes. Examples:

      1) Chickety, chickety, chickety, chop
      How many times before I stop?
      One, two, three, four, etc.

      2) Bobby, Bobby, at the gate
      Eating cherries from a plate.
      How many cherries did he eat?
      One, two, three, four, etc.
      (Jump until missing or up to
      25 times.)

      3) Teddy Bear, Teddy Bear, turn around.
      Teddy Bear, Teddy Bear, touch the ground.
      Teddy Bear, Teddy Bear, go up stairs.
      Teddy Bear, Teddy Bear, say your prayers.
      Teddy Bear, Teddy Bear, turn out the light.
      Teddy Bear, Teddy Bear, say "Good Night!"
      (Do action suggested by poem.)

      4) Charlie McCarthy sat on a pin,
      How many inches did it go in?
      One, two, three, four, etc.

5) Mabel, Mabel, set the table,
Don't forget the salt and pepper.
(On pepper the rope is swung fater and
faster, children take one jump to
each swing of the rope until they miss.)

6) Down in the meadow where the green grass grows,
There sat (name of jumper) looking pretty as a rose.
Along came (and boy's name) and kissed her on the cheek,
How many kisses did she get in a week?
(Jump until misses made.)

7) Vote, vote for dear old (name of jumper).
Calling (jumper calls another jumper in) at the door.
(Name of new jumper) is the one who has the jolly fun,
And we won't vote for (old jumper) any more.
(Old jumper runs out, leaving new jumper to continue.)

2. Impress upon the pupils the importance of walking. Talk to the class about the value of taking long walks.

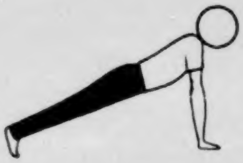
3. Discuss with the class the value of jogging. Point out that athletes jog for periods of time during the day and increase the distance from day to day.

4. Have children perform exercises which will strengthen the endurance in arms and shoulders. Examples:

   a. Stand, extend arms, and hold for an increasing length of time.
   b. Stand, circle, and swing arms for an increasing length of time.

5. Have children perform exercises which will develop endurance in leg muscles. Examples:

   a. Perform leg swings.
   b. Perform balances with legs extended.
   c. Perform bicycle for an increasing length of time. Lie on floor, back supported by hands and weight of body on shoulders. With feet and legs imitate riding a bicycle.
   d. Perform the seal. Place hands on floor. Extend legs backward, weight on hands. Walk forward on hands, dragging legs. Keep back straight and head high.



REVIEW

What Have You Learned?

1. Jump rope to the rhymes:

   a. Chickety, chickety, chickety, chop
   How many times before I stop?
   One, two, three, four, etc.

   b. Charlie McCarthy sat on a pin,
   How many inches did it go in?
   One, two, three, four, etc.

2. Perform the bicycle exercise. (Teacher may have to demonstrate first.)

3. Stand, extend arms, and hold for an increasing length of time.

4. Stand, circle, and swing arms for an increasing length of time.

5. Lie on back. Throw arms toward the feet and lift the head. The knees should be brought to the chest in one continuous movement. Rapidly return to the starting position.

CONDITIONING EXERCISES

Learning Objective

Learn warm up activities.

Suggested Learning Activities

1. Have the children do warm up activities prior to organized games. Teach them various exercises and activities. Examples:

    a. Treadmill (2 counts)
    From the ready position, commence running in place, facing forward.
    One foot contacts the surface on each count.
    Repeat a number of times.
    This actions is to be continuous. "Stop."

    b. Lariat (4 counts)
    From the ready position, place hands on hips, feet apart.
    Bend forward from the waist (1); bend trunk to the right (2); bend trunk backward (3); bend trunk to the left (4). "Stop."

    c. Little Dipper (4 counts)
    From the reading position, place hands on hips.
    Raise on toes (1); dip to a half knee bend (2); raise on the toes (3); lower heels to surface (4). "Stop."

    d. Jumping Jack (2 counts)
    From the ready position, spring to stride position and clap hands overhead as weight comes to rest on both feet (1); spring again, and return to ready position (2).
    Repeat a number of times. Action should be continuous. "Stop."

    e. Thrust (4 counts)
    From the ready position, extend fist and arms forward at shoulder height.
    Move fists back to the shoulders and elbows to the rear at shoulder level (1); thrust arms and fists forward to original position (2); with arms, make a shoulder high arc to rear (3); return arms to original forward position (4). "Stop."

    f. Bobble (4 counts)
    From the ready position, place hands on hips, feet apart.
    Bend forward from the waist; bob trunk 3 times without assuming an upright position, but on fourth count assume an upright position.
    Each downward motion is a count. "Stop."

g. Twister (4 counts)

From the ready position, extend arms sideways, shoulder height, feet apart.

Twist trunk to the right (1); twisting trunk to the left, return to the original position (2); twist trunk to the left (3); twisting trunk to the right, return to the original position (4). "Stop."

h. Windmill (4 counts)

From the ready position, extend arms sideways, shoulder height, feet apart.

Bend trunk forward and to the left, right hand touching left toe (1); return to upright position (2); bend trunk forward and to the right, left hand touching right toe (3); return to upright position (4). "Stop."

i. Dervish Jump

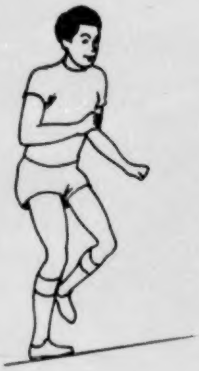
From the ready position, spread the feet apart, spring into the air, and execute a half turn to the right.

This is repeated, completing a full turn.

The activity is executed again, this time turning to the left.

j. Sit-ups and push-ups

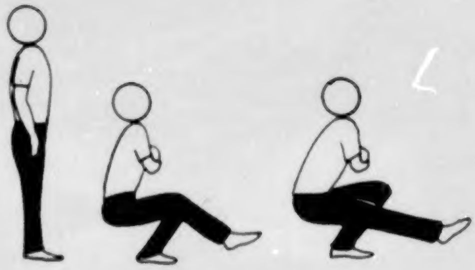
k. Rope jumping with a short or long rope.



l. Jog around the playground

m. Exercise on the apparatus

n. Stunts



REVIEW

What Have You Learned?

Do the following conditioning exercises: (Teacher should demonstrate first.)

1. Treadmill
2. Windmill
3. Lariat
4. Jumping Jack
5. Bobble
6. Twister
7. Dervish Jump